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ABSTRACT

Designed to be used in an inservice training program for teachers of trainable mentally retarded children, the manual begins with a discussion of the home as a resource and of ways in which parents, as part of a Teacher-Parent Team, can contribute to the learning of their children. In the major section of the manual, the statement of curriculum goals in the areas of social-emotional, academic, vocational, and enrichment objectives is accompanied by activities which can be used in the classroom to accomplish the objectives and activities which the teacher can suggest that parents use as home reinforcement. Suggestions for classroom planning and management are given. Appended is a chart of selected instructional materials for use with TMRs which indicates for each item whether it is self-instructing, self-correcting, multi-purpose, and reusable. A list of sources for these and other instructional materials follows. (KW)

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SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER
AN IN-SERVICE TRAINING APPROACH . . . .

1

THE TRAINABLE CHILD: PREPARATION FOR LIFE

EC 033 193

A Cooperative Program Involving The Iowa State Department
of Public Instruction and The University of Iowa

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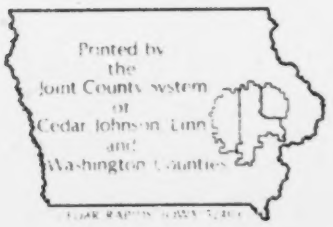
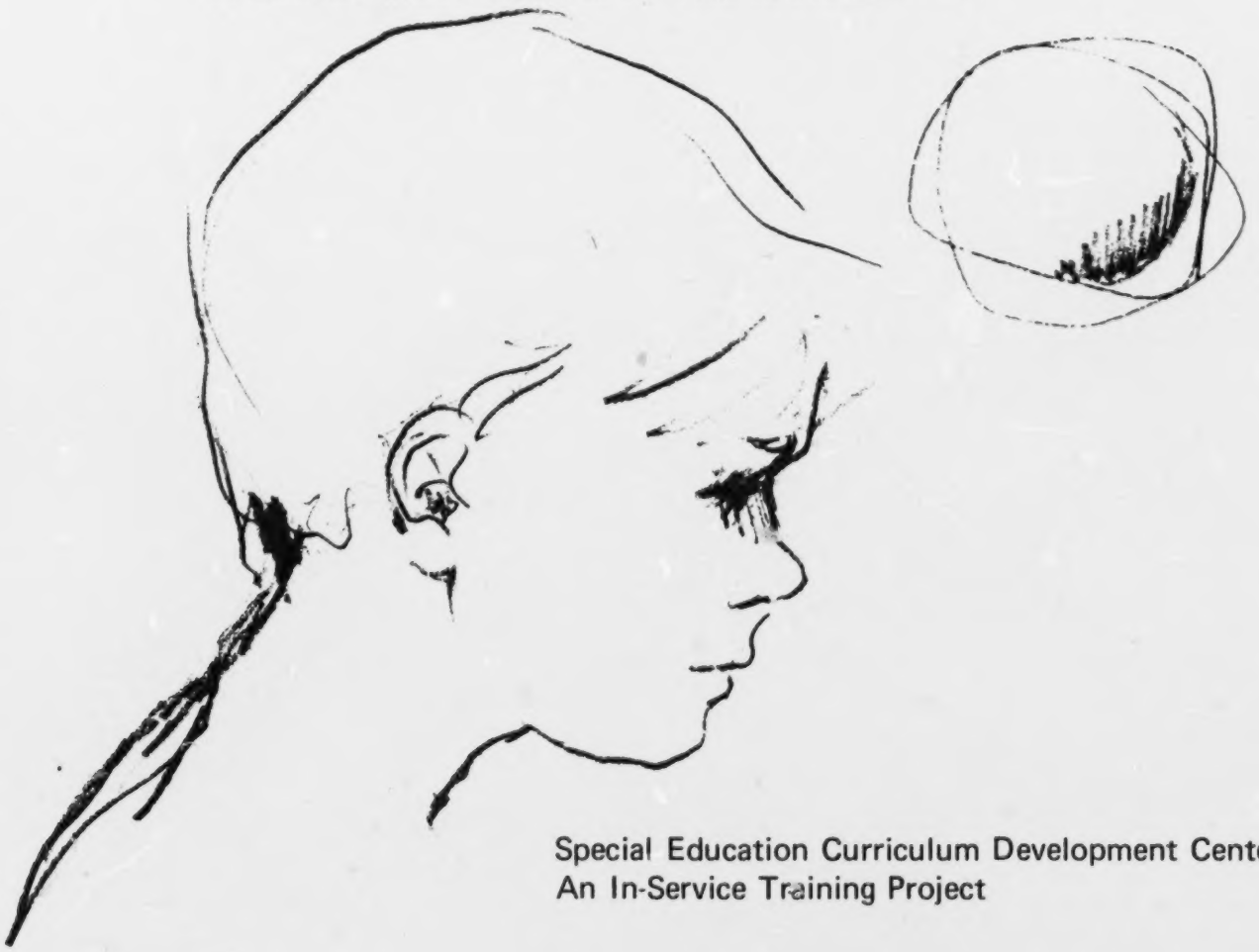


June 1971

THE TRAINABLE CHILD: PREPARATION FOR LIFE

A GUIDE FOR TEACHERS OF THE HANDICAPPED



Special Education Curriculum Development Center
An In-Service Training Project

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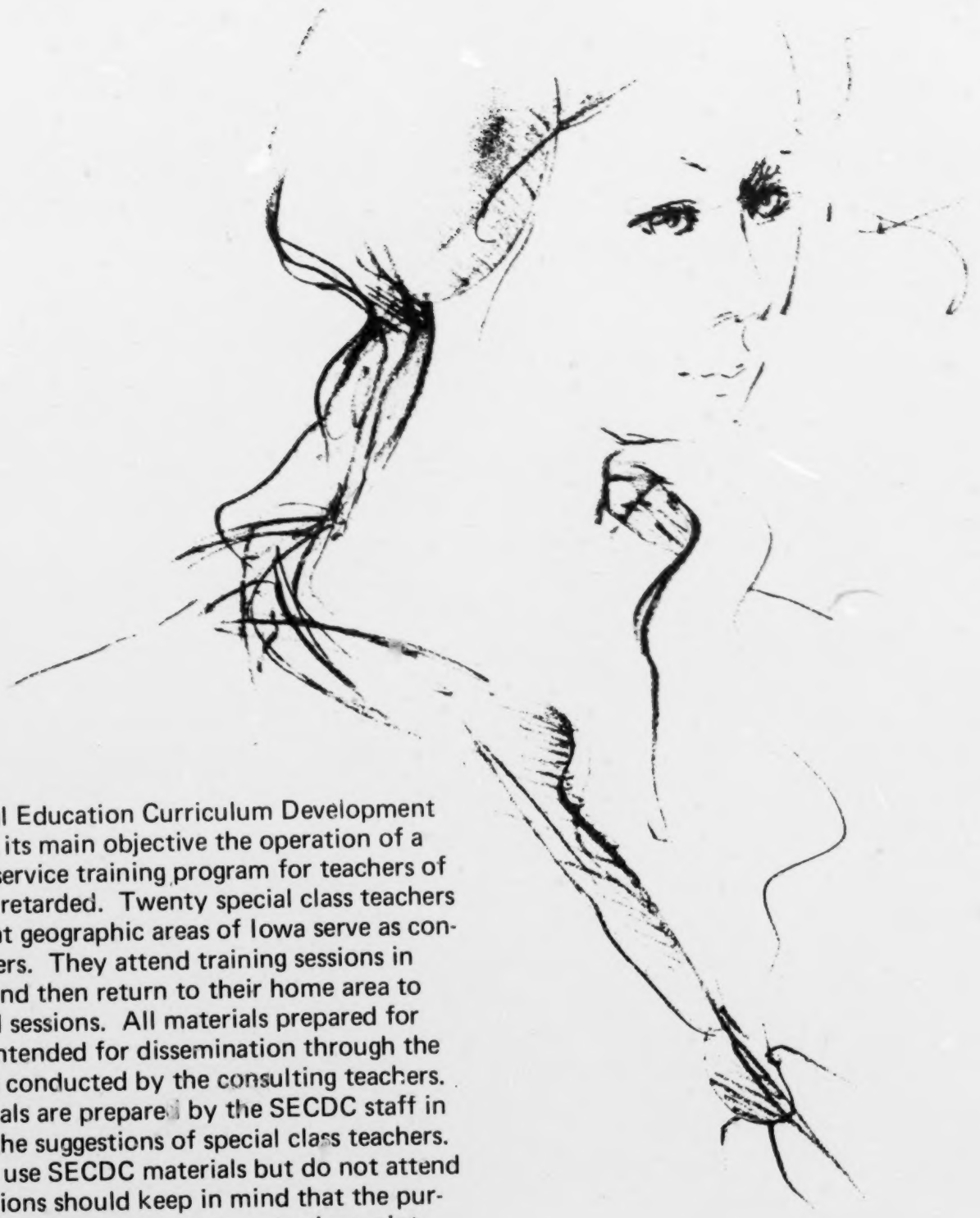

The Special Education Curriculum Development Center has as its main objective the operation of a statewide in-service training program for teachers of the mentally retarded. Twenty special class teachers from different geographic areas of Iowa serve as consulting teachers. They attend training sessions in Des Moines and then return to their home area to conduct field sessions. All materials prepared for SECDC are intended for dissemination through the field sessions conducted by the consulting teachers. These materials are prepared by the SECDC staff in response to the suggestions of special class teachers. Persons who use SECDC materials but do not attend the field sessions should keep in mind that the purpose of the material is to serve as a starting point for in-service training and that the publications themselves are not end products.

It should also be noted that any reference to commercially prepared materials by the Special Education Curriculum Development Center does not constitute a recommendation or endorsement for purchase. The consideration of such material is intended solely as a means of assisting teachers and administrators in the evaluation of materials.

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INTRODUCTION

INTRODUCTION

Trainable retarded children are individuals who are capable of learning and developing. These children deserve and profit from formal educational opportunities. The goals and objectives that parents and educators have for trainable children differ from those for children of normal intelligence. The main objectives for the education of the trainable mentally retarded are socially acceptable behavior, self-care and the ability to participate at home or in a sheltered workshop when at an appropriate age.

Children enter trainable classes at different stages of development and develop at different rates. Not all students will be able to achieve the same degree of proficiency in the objectives set for them. Therefore, the most effective program is one that is tailored to the individual child and develops specific behaviors.

This document divides the curriculum goals into the following areas: social-emotional, academic, vocational and enrichment. There is an emphasis on the individualization of instruction and the use of parents and volunteers to reinforce school training. Suggestions for classroom planning and management are also included.

No one document can comprehensively develop areas for all ages and levels of trainable pupils. The teacher must use her own ideas in addition to other developed materials and be the prime decision maker in determining what is appropriate for each child. This document is to be used as an aid to the teacher and its structure followed when it helps improve instruction.

After reading the document, the reader will:

1. *List three examples of behaviors that need to be developed in a trainable mentally retarded student.*

2. *List three reasons why the home needs to be involved in the instruction of trainable children.*

3. *Write one or more paragraphs on the significance of planning evaluation and record keeping for TMR instruction.*

4. *List three examples of behavior that can be made more socially acceptable through behavior modification.*

THE HOME AS A RESOURCE

THE HOME AS A RESOURCE

After reading this section, you will be able to:

1. *Indicate by a* yes *or* no *response if you are currently using a Teacher-Parent Team Program as discussed.*

2. *List two or more ways in which parents could contribute to the learning of their children by being involved in the instructional program.*

3. *List three or more ways that you could communicate with parents if you used a Teacher-Parent Team Program.*

4. *List the name of one pupil that you feel that you could serve more effectively if a Teacher-Parent Team Program was in operation, and list at least one way that you would want to involve the parents.*

5. *Indicate by a yes or no response if you would like to introduce a Teacher-Parent Team Program in your teaching.*

The purpose of the educational program for trainable pupils is to help the learner become as independent and self-sufficient as possible in the home and in the community. The learner, at least while he is of school age, will spend the majority of his life at home as a member of a family. The school and teacher, given the responsibility of preparing the pupil to be an independent member of the family, are faced with a major decision. That is, should the parents be *given* the *opportunity* to play an active role in the education of the child?

Parents should be given the opportunity to play an active role in the education of the child, and a teacher-parent team can be formed to foster cooperation and communication between home and school. Mothers and fathers are teachers since they develop and change behavior, but their primary role is not that of educators. They should not try to create an instructional environment at home. They should look for the opportunities that exist in the home environment to reinforce what is taught at school in order to facilitate the child's learning.

In order to be able to reinforce the school's curriculum the parents must know the aims and objectives of the school and understand the program. A teacher-parent team can serve this purpose. The parents can visit the class and observe the children. They can attend special study groups for parents of young trainable children. They can attend special study groups for parents of young trainable children where they discuss books and pamphlets with resource persons, lessening their possible misunderstanding of the material and increasing their ability to care for the child at home.

The teacher-parent team is necessary to insure that the skills the school is teaching are truly functional for the pupil. Teachers and parents need to talk to each other about the child's behavior. Since parents and teachers may have different standards and expectations for the child, the child may behave differently at school than he does at home. The parents can describe the child's home behavior to the teacher, tell her the child's likes and dislikes, how his interest can be captured, his preferences, and how he reacts to different situations. Then the teacher can use this knowledge to plan a program and objectives for the child giving consideration to:

1. Can acquisition of the behavior be evaluated?
2. Can it be reinforced in lifelike situations?
3. Is it of immediate importance?
4. Are there other behaviors that have a higher priority?
5. Does the learner have the prerequisite skill?

In addition to insuring functionality of content, the family is in the best position to introduce and reinforce many skills the learner will need to master. In the area of evaluation, the family is in the best position to determine whether or not the skill has been mastered.

An example of how the teacher-parent team can work for the child is illustrated in the following case study.

Mrs. Winter, the teacher, had invited Susan's mother and father, the Reily's, to come to school to discuss the program that Susan was participating in. Only the mother could attend. In the discussion, Mrs. Winter gave an overview of the entire program, the class schedule and routines, the goals for the class and some of the specific objectives for Susan during the school year. While giving the overview, the teacher emphasized the present phase of instruction--answering the telephone in an acceptable way.

After the overview, Mrs. Reily was asked if she would like to participate in helping Susan learn to answer the telephone. She indicated that she would. It was decided that Susan would be permitted to answer the telephone each evening for three days. In the discussion, it was decided cooperatively that Susan would be expected to do the following:

1. Answer the telephone by saying, *Hello, Reily's.*
2. After the caller indicated the party they wished, Susan would reply, *One moment please.*
3. Gently put down the phone and call the party wanted on the telephone.

In the discussion between Mrs. Winter and Susan's mother, it was decided not to have Susan answer the telephone by saying *Reily's residence* because of the difficulty of the phrasing involved. Possible problems were discussed that might arise, such as wrong numbers or the party being called not being at home. It was mutually felt that Susan would be able to handle the situation because of the practice that she was getting in school or that Mrs. Reily or another member of the family would be able to handle the situation.

To insure that at least one call was received each evening, the teacher suggested that she call each evening around 8:00 o'clock during the three days. The offer was

accepted. To help Susan remember the steps, a chart would be posted next to the telephone listing the steps that she was to follow. After answering the call, a family member was to go through the call again, discuss the steps with Susan and then let her mark the chart appropriately. To add incentive, each time that Susan answered a call correctly she was to be rewarded. Since she liked cookies she would receive two cookies for each acceptably answered telephone call. The cookies could be eaten immediately or saved as she wished.

Mrs. Winter had been working with the students on answering the telephone curing previous weeks, so she felt that Susan was able to handle the task but needed to refine her skills in a life situation. It was agreed that a chart would be developed at school and sent home with Susan on Friday. That would give three days for Susan to practice with a similar chart at school and to become acquainted with the words and symbols. The home program would begin on the following Monday.

Day	Call Number	"Hello, Reily's"	"One moment please"	Phone down; call the person	ALL CORRECT
mon.	1	✓	✓	✓	✓
	2				
Tues.	3				
	4				
Wed.	5				

Mrs. Winter called on Monday evening and Susan answered the telephone satisfactorily. Tuesday afternoon Mrs. Winter sent a note home with Susan expressing to Mrs. Reily that Susan was very excited about being able to answer the telephone at home and excited about the chart. By Wednesday Susan had answered three out of five calls satisfactorily and Mrs. Reily indicated that she wished to continue with the chart. By Friday night Susan had successfully answered six of the eight telephone calls. It was agreed that Susan had learned to answer the telephone, but that the chart would be continued for another two weeks to reinforce the appropriate behavior. An additional reinforcer was that Susan was to be taken to get ice cream when she had answered five calls in an acceptable manner. Mrs. Winter made no commitment to call during the next two weeks.

Mrs. Winter did call twice during the second week of the program and once during the third week to inquire about progress. It was determined that Susan could answer the telephone and would be given the opportunity to do so in the home. The chart would be discontinued, but family members would praise Susan when she answered the telephone satisfactorily. A note was to be sent to Mrs. Winter via Susan if the mother felt that more practice was needed at a later time.

Mrs. Reily was pleased by the progress that Susan had made. Susan could now do something in the home that she couldn't do before. Mrs. Winter emphasized

that it could not have been done if it had not been for the assistance of the family. An inquiry was made concerning whether or not the family would be interested in helping Susan learn to make telephone calls. Mrs. Reily said yes and a date was established for a future meeting to discuss it.

The following illustration is another example of how the teachers and parents can get together and help the child.

During a home visit in the early part of the school year, the teacher was discussing the school program with the mother and father. Following the overview, Mrs. Phillips, the teacher, asked the parents, *Since the school is interested in helping Jim to learn to get along better at home as well as the community, what would you like to see Jim able to do at home that he isn't doing at this time?*

This question brought a number of responses from the parents. They indicated that it would be a big help if Jim could learn to take care of himself and his room. The father was very concerned that the mother was spending a great amoung of time doing things for Jim that he might be able to do for himself. After inquiring, the teacher learned that Jim did not make his bed, hang his clothes up, put his dirty clothes in the laundry basket, select his own clothes for the day, or routinely shave, brush his teeth, or use deodorant without a great deal of prodding. The fact that Jim did not use the electric shaver that was purchased for him seemed to be a large concern for the father.

The teacher indicated that the school had facilities permitting her to help Jim learn to make his bed if the parents were interested in helping. Explaining further, Mrs. Phillips indicated that she could teach Jim the basics but that it would be necessary to work out a program so that he could reinforce these skills. The family would ignore the subject of bed-making until Jim had learned the basics. Mrs. Phillips would contact the parents later to work out a plan allowing Jim to apply the skills at home. She would keep the family informed of Jim's progress at school. The parents seemed pleased about the plan of action.

The teacher also indicated that it would be possible to have the school help with the shaving problem if the parents approve. The father was particularly interested in this idea. The teacher suggested that Jim bring his electric shaver to school and that they begin to work on shaving during the day. The purpose, Mrs. Phillips explained, was not only to make sure that Jim could use the shaver correctly but also that Jim would feel important as a result of shaving and, therefore want to shave on his own at home. The teacher indicated that what was done at school was only a first step and that it would be necessary to make sure that Jim was following through on his own at home and this would require that they work together.

The teacher thanked the parents for their help, reminding them that what was important to them was also important to Jim. If the school is to help, it is necessary that the teacher and the parents communicate regarding Jim's leraning. The teacher invited the parents to send notes with Jim or to call her regarding particular questions or information. She said she would be calling them about Jim's progress in learning to make a bed.

The following chart lists some of the advantages and disadvantages of a Teacher-Parent Team Program.

Disadvantages	Advantages
1. Teachers don't have the time.	1. If the Team enables the learner to master skills at a faster rate because of home reinforcement, the teacher will have more time for other types of learning at school.
2. Parents will try to control everything that the teacher does.	2. Parents are assistants in helping to define the major educational objectives for the child; they do not choose the methods or steps used to accomplish them. Constructive involvement of parents often reduces parental insistence on the child's learning skills that he is not ready to master.
3. Some parents want nothing to do with the school.	3. In some cases there will be nothing you can do about those parents who are not interested in team work. However, those parents who are interested should have the opportunity to participate.
4. Parents don't have the time to get that involved.	4. The amount of involvement should not be the same for all parents. Some parents will have more time and interest than others.
	5. The child is a part of a family. As he becomes more capable in the family's eyes, they will find opportunities for him to participate in family activities and tasks.

Parents, as part of the instructional team, can assist in a multitude of ways. However, the teacher needs to be aware of two things. One, the parents and family members have other obligations. Consequently, their assistance is given in terms of emphasizing what is or can be a natural part of the family routine, for example, having a child do certain tasks such as setting the table, dressing or undressing himself or incorporating a simple game into the evening routine. The second point is that responsibility for instruction rests with the school, the team effort only increases the effectiveness of instruction.

The teacher as team leader determines her role as the instructional supervisor and aids the parents in reinforcing her instructional objectives within the home. If parental roles are clearly understood, parents can contribute greatly to the success and continuation of the program. In creating a team, the teacher should be as concerned about parental success as she is about pupil success.

HOW PARENTS CAN CONTRIBUTE

Parents can contribute in many ways to the instructional program and learning of the child. *Providing information regarding the child* is the most frequent way in which the parents contribute. Information on the child's likes, dislikes, interests and use of free time while at home can be helpful to the teacher in determining reinforcers or in determining a beginning place for skill development. Also, the parents can provide information pertaining to the child's daily schedule and routine activities, i.e., knowing that the child is responsible for setting the table for the

evening meal and accompanies the mother grocery shopping each week could be useful information for the teacher. Knowing the home activities of the pupil is useful in planning and in comparing adaptive behavior in a school setting to the home setting.

Parents can also help in the *reinforcing concepts or skills introduced in school.* Language, number concepts or self-help skills are introduced and reinforced in the home. Parents provide informal reinforcement of these concepts in the course of conversation, daily routine and general interaction with the child. The distinction here is that the parents can intentionally reinforce learning that is occurring at school if communication between school and home occurs. For example, when color recognition is being introduced at school, parents could be emphasizing the same colors at home in the clothes the child wears, food that is served, and objects referred to in general discussion. Another example could be a child who is developing gross motor skills. Activities or games could be suggested to the parents that would assist in developing those motor abilities.

A crucial area in which parents can assist is in the *evaluation of learning.* Since much of the school program is devoted to developing functional skills, evaluation of those skills can best occur outside of the classroom. Parents can be asked to keep a record of the frequency that a child can bring *three* objects, can correctly label basic items found in the kitchen, can answer the telephone in a prescribed manner, or can spontaneously use basic social responses, such as *please, thank you, my name is . . .* There are many ways in which parents can help in evaluating the child's learning. The key to the successful cooperation with parents in evaluating learning is structuring the situation so that they know what to look for.

WHERE TO BEGIN

It would be difficult and unrealistic for a teacher to develop a Teacher-Parent Team simultaneously for each pupil in her class. The place to begin is with one family and then systematically add more. Providing adequate time for active parental involvement is difficult. However, there are 36 weeks in the school year. With an enrollment of ten children, a teacher could devote more than three weeks of contact time to each family, and most teachers have the trainable pupil in the classroom more than one year. To conserve time, messages could be carried back and forth by pupils, the telephone could be used, and small group meetings of parents could be held. A Teacher-Parent Team can not be expected to function through only individual or face to face contact.

The next section in this document provides suggested school and home activities in which parents can reinforce pupil learning of selected goals. It is interesting to note that many home activities are also used in the classroom. Since the school must relate to the home, parents should recognize ways in which the home can cooperate with the school to insure the overall functional development of the child.

Now that you have read *The Home as a Resource,* see if you can accomplish the objectives listed at the beginning.

1. By writing *yes* or *no* indicate if you are currently using a Parent-Teacher Team program as discussed. _____

2. List two or more ways in which parents could contribute to the learning of their children by being involved in the instructional program.

3. List three or more ways that you could communicate with parents if you used a Teacher-Parent Team program.

4. List the name of one pupil that you feel that you could serve more effectively if a Teacher-Parent Team program were in operation._____

   List one or more ways in which you would want to involve the parents.

5. Would you like to introduce a Teacher-Parent Team program in your classroom? _____

SELECTED GOALS, CLASSROOM ACTIVITIES, AND ACTIVITIES FOR HOME REINFORCEMENT

SELECTED GOALS, CLASSROOM ACTIVITIES AND ACTIVITIES FOR HOME REINFORCEMENT

After reading this section, you will be able to:

1. *Record one or more pupil objectives that you would like to incorporate into your classroom.*

2. *Record two or more activities that you wish to use in your classroom that you have not used before.*

3. *Choose an objective not previously discussed and list two or more activities that could be used in the home to reinforce this objective.*

This section provides a variety of learner objectives, activities that can be used in the classroom to accomplish the objectives and activities that the teacher might suggest that parents use as home reinforcement. An attempt has been made to provide a variety of objectives. All the objectives and activities will not apply to each classroom. It is hoped that the reader will adapt the type of activity to her needs or create new and different ideas from the stimuli provided.

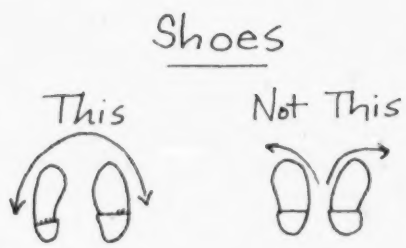
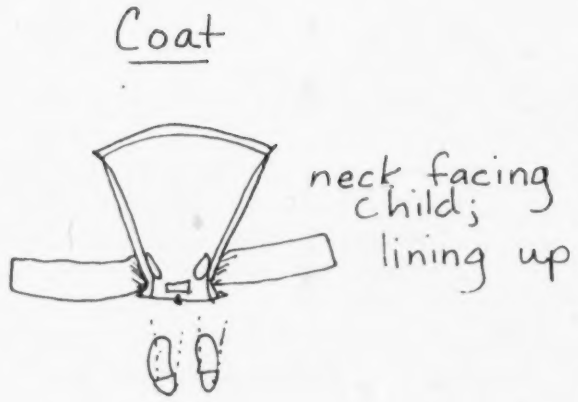
One source of the selected goals and objectives was *Goals for Trainable--A Record Keeping Instrument*. Teachers may secure copies of this document for each pupil and a copy of *Teacher's Handbook--Goal for Trainable Pupils,* by writing:

Division of Special Education
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

SELECTED GOALS AND METHODS OF ACCOMPLISHMENT

Goals	Classroom Activities	Home Reinforcement
Social Emotional Eating: A. The child, in a socially acceptable manner, shall use a knife, a fork and a spoon for eating.	1. Prepare some simple foods that give the child practice in using all three eating utensils. *Spoon:* soup, pudding, applesauce, gelatin *Fork:* packaged cakes, pancakes, eggs *Knife:* cutting cakes, spreading butter or sandwich spreads, blending ingredients 2. Bring in foods and have the students practice eating with a knife, fork and spoon. Have the pupils reach some generalizations about the ease and efficiency of using different utensils for eating specific foods. *Example: Try eating gelatin with spoon, fork, knife.*	1. Provide appropriate utensils and foods, i.e., plastic dishes and cup, perhaps a baby cup with a slotted lid, a small pitcher with a handle, some finger foods. 2. Parent presents the food and encourages the child to use his fork and spoon. 3. Soften butter for spreading on hard (crackers) and soft (bread) surfaces when the child is ready to use a handle. 4. Be a good model. 5. Remind the child to use utensils, to place napkin on his lap and to use the napkin to wipe his mouth and hands. 6. Place a mirror so the child can see himself eat. 7. Insist on standards you and the teacher feel the child can attain when he eats his regular meals. 8. Have a snack time alone with the child. 9. Invite a friend for a snack or party. 10. Have a party with a doll or stuffed animal. 11. Have a snack or meal outside the home--at a restaurant. 12. Have an older child serve and eat with a younger child.

Goals	Classroom Activities	Home Reinforcement
Social Emotional, cont. B. The pupil shall prepare for himself, from food provided, a simple meal which includes meat, vegetable, fruit and dessert.	1. Plan and prepare with older students a simple lunch in school that includes meat, a vegetable, fruit and a beverage, such as: hot dog and buttered bun canned sauerkraut oatmeal cookies peach halves milk 2. Students can dramatize various aspects of going on a field trip to the store, such as: staying together in the store locating items proper checkout and payment procedures This can be followed by an actual trip to a food store where pupils can practice what they have been dramatizing. 3. Bring in a number of boxes of prepared convenience foods, fresh fruits or vegetables, canned goods. Demonstrate and have the children practice how to make this product edible. *Examples:* *Carrot:* wash, grate, cut or cook if desired *Pudding:* empty contents of packet, pour in 2 measured cups of milk, beat two minutes with rotary mixer at medium speed, chill. *Canned vegetables:* open can, drain or reserve liquid, heat or eat as is. Use this activity also as a means of stimulating functional reading of recipes or directions.	1. Provide raw vegetables, sliced meat, fruit and milk in a section of the refrigerator. Encourage the child to prepare his own meal from these foods. 2. Allow him to prepare a meal for you. 3. Leave him alone for an hour at mealtime and have him prepare his own meal.
Dressing: A. The pupil shall fasten and unfasten zippers, snaps and buttons on teacher-made materials.	1. Ask parents or pupils to bring in old or discarded clothing that contains buttons, snaps, zippers, laces. The school's old lost and found box may be a good source of some of these articles. Have the pupils practice buttoning, lacing, zipping and snapping in the following progression: a) Using just the article of clothing itself, on a flat surface like the floor, table or suspended from a hook. b) Using the article of clothing with a classmate wearing it. c) Working the article of clothing when the child is actually wearing it.	1. Mark all clothes with the child's name. 2. Sew on large tape loops for hanging. 3. Provide easy to put on clothes, elastic waist, snap closings. 4. Keep socks in pairs, mittens clipped to coat. 5. Mark fronts of garments.

Goals	Classroom Activities	Home Reinforcement
Social Emotional, cont.	2. If the child does not have the muscle coordination that enables him to use the actual object, the teacher can construct or have constructed a device(s) to provide large muscle practice at dressing skills. *Examples:* *Lacing:* beads, Fisher Price shoes, large eyelet and lacing board *Snaps:* snap-on toys, pop-it beads, large snaps found on tents or tarpaulin *Buttons:* use of large size buttons and over-sized holes sewn on cloth; pushing chips, buttons through a cardboard slit. *Zipper:* Use of zipper on garment bags, suitcases, using over-size mounted jacket zippers The teacher can construct many of these materials herself or have the manual arts department help her. 3. A system of operant conditioning can be used to help students learn to undress and dress themselves. The child should be rewarded for any efforts made toward undressing/dressing himself partially or completely that progressively approximates the correct behavior. Sample progression: *With help, take off:* shoes (if opened), socks, pants, shirts, coat and hat *With help, put on:* socks, shoes, pants, buttoned shirt, coat and hat Independently undress and dress himself. 4. The child can be taught shortcuts to help him dress himself, such as: *Buttoning:* stick finger through buttonhole and pull button through *Coat:* place coat on table or floor, lining facing child. Have child put arms in armholes and fling coat over his head. *Pants:* sit down for balance, put each foot individually into proper hole, pull up to knees, stand up and pull pants up. *Shoes, boots:* to check right and left shoe--when shoes are put together with pupil standing behind them, toes form a semi-circle.	6. When handing garments to the child, call the garments by their names. 7. Discuss the appropriateness of rubbers for rain, coats when it is cold.  

Goals	Classroom Activities	Home Reinforcement
Social Emotional, cont.	5. Obtain a store manikin from a local department store or obtain a sewing dress form. Have the students practice dressing skills on the manikin or form. This can provide good practice in dressing skills on a lifesize model.	
B. The learner shall dress himself when given, in appropriate order, underwear, socks, slacks, shirt or dress, coat, hat, and mittens.		1. Allow the child to undress for bed or bath. 2. Dress and undress large dolls. 3. Help family with snaps, buttons, zippers, belts and tying scarves. 4. Dress large dolls with all the garments the child uses, i.e., socks, shoes, underwear, shirt. Which goes on first?, etc. 5. How to take off pants: slip pants off buttocks, sit on chair, pull off one pant leg and then the other. 6. How to put on coat: spread coat on floor, lining up; put both arms in sleeves and throw over head. 7. Allow the child to dress himself. a) first dress him b) help him dress c) let him dress and you supervise d) dress himself 8. Play dress-up with discardable clothing.

Goals	Classroom Activities	Home Reinforcement
Social Emotional, cont. C. The student shall choose clothing appropriate to weather or social situations after discussing these variables with the teacher.	1. Utilize large store catalogs to have students choose clothing that would be appropriate for particular seasons or occasions. Pupils might make scrapbooks of clothing that would be appropriate for each season to use as a reference guide for choosing clothing.	1. Listen to T.V. and radio weather reports. Discuss whether the weather is hot or cold. Open a door. How does it feel and look outside. Discuss what clothes are appropriate for that day's weather. 2. Give the child a catalog and ask him to point to, circle or cut out pictures of clothing suitable for hot, cold, or rainy weather.
D. The pupil shall fold or hang up clothing when asked.	1. Have each pupil assume the responsibility of caring for his own clothing at home and in school. A specific place should be provided for each individual student to hang up clothing, put away hat, boots, mittens, etc. This place should be labeled and the necessary equipment provided, such as hangers, hooks, dividers. Pupils can be motivated to take an interest in their clothing area if they are allowed and encouraged to decorate their clothing area with painted hangers or brightly covered boxes.	1. Encourage child to hang up his own clothes. 2. When there is a visitor, allow the child to hang the visitor's coat. 3. When you iron, have the child hang the articles you give him. 4. Allow the learner to fold clothes from the dryer, i.e., underwear, linens.
Health: A. The pupil shall wash hands with soap and dry himself before and after eating and after toileting without reminders.	1. Have available in the classroom a number of products to motivate habits of cleanliness. Many companies provide sample bottles of grooming aids that can be used in the classroom, i.e., soaps (plain and scented), cold cream, hand lotion, hair groomers, wash'n dry towelettes, toothbrushes.	1. Provide child with his own towel. 2. Help child wash and dry hands before eating and after toileting. 3. Wash your hands when you wash the child's hands. 4. Verbalize what you are doing.

Goals	Classroom Activities	Home Reinforcement
Social Emotion, cont.	2. With the cooperation of local businesses or stores, each pupil might be provided with an individual box or packet of cleaning and grooming aids, such as: toothbrush — toothpaste comb — hand lotion wash cloth — towel *Contact:* Avon products; beauty supply houses; Fuller products; large cosmetic firms such as Colgate, Palmolive, Proctor & Gamble, Johnson & Johnson	5. Sing *This is the Way We Wash Our Hands* to the tune of *Here We Go 'Round the Mulberry Bush.* 6. Show the child how to regulate the faucets. 7. Allow him to feel the difference between hot and cold water. 8. To obtain warm water, first turn on the cold water and then add the hot water. 9. Have the child manipulate the faucets when you do dishes. 10. Supervise the child's washing and drying his own hands. 11. Allow the child to wash and dry himself when you tell him to. 12. Reward the child with some hand cream after he washes and dries his hands.
B. The pupil shall brush and comb his own hair when necessary.	1. Provide hair grooming equipment in the classroom, such as shampoo, combs, brushes, hair spray, mirrors, curlers. Allow the students to practice caring for and styling each other's hair. A beautician or barber can be brought in as a resource person to discuss hair care and grooming. For trainable students, emphasis should be on cleanliness and ease of maintenance.	1. Provide the child with his own comb and brush. Keep them in one place, near a mirror. 2. Visit a beauty or a barber shop to observe other people having their hair styled, washed and combed. 3. Have the child's hair styled simply and attractively. 4. Expect the child to comb his own hair after dressing and before going out.

Goals	Classroom Activities	Home Reinforcement
Social Emotion, cont.		5. Have the child check his grooming by making a pictorial check list for him and asking him questions as he is looking at himself in a mirror. Place a sticker, star or check when the answer is yes.
C. The learner shall prepare a bath: use appropriate water temperature and level, soap and rinse himself, get out safely and dry himself with a towel.		1. Put non-slip decals or strips on the bottom of the tub and a mat outside the tub. 2. Have hand rails added if they're necessary. 3. Provide soap, towel and clothes for redressing. 4. Add bath oil, water softener or shaped soap as an incentive. 5. Follow the same steps for learning all skills: *Do for the child.* *Do with the child.* *Supervise.* *Allow the child to do alone.*

Rita	
Is your hair combed?	
Are your buttons closed?	
Are your zippers zipped?	
Are your clothes in place?	
Do your socks match?	
Are your clothes clean?	
Are your hands clean?	
Is your face clean?	

Goals	Classroom Activities	Home Reinforcement
Social Emotional, cont. Safety: A. The pupil shall react to situations that are potentially hazardous, such as height, fire, falling objects, moving cars, by being cautious in these situations.	1. Bring in an assortment of everyday objects that can be a safety hazard to the pupils. Discuss their proper use with the students along with making them aware of the potential dangers of careless or improper use.	1. Cross streets with the child. Verbalize: *Do you see any cars coming? Look on both sides. Don't cross the street when you see a moving car.* 2. Play with cars, trucks, and models of people. Move a car along the floor. What happens if something is in the way of a moving car?

Object	Proper Use	Careless/Improper Use
knife	cutting	harming self, others
matches	lighting candle, cigarette, fireplace, outdoor grill, oven	playing with might cause severe burns, storing near heat source
medicines	use when sick if administered by responsible person	leaving where children might find, taking too much or indiscriminately, self cure without doctor's diagnosis
cleaning preparations	cleaning jobs	putting preparation or rags in place where it is hot or where there is a flame, eating or drinking cleaning fluids
electrical appliances	convenience in home cooking and maintenance	dangers of faulty wiring or leaving plugged in after use

Wherever possible, demonstrate proper and safe use of these common household articles.

2. At the beginning of the year, take a tour of the playground and gym. Show the students proper and safe use of the various pieces of equipment. Select pupils to demonstrate how to use the equipment while discussing why safety procedures are necessary.

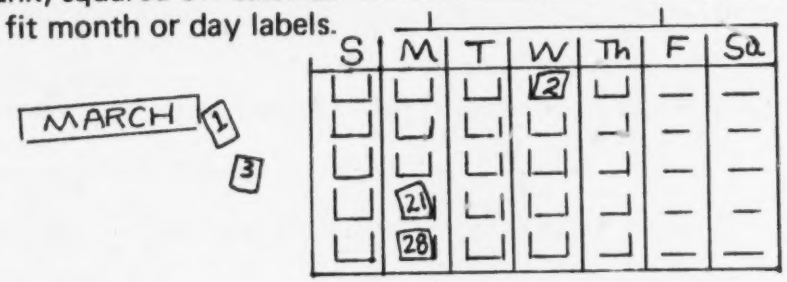
Goals	Classroom Activities	Home Reinforcement
Social Emotional, cont.	In the classroom, have the children set up their own safety guides and penalties for non-observance. *Slide* Only one person at a time No pushing in line Sitting up or lying down on the back is the way to go down the slide Standing is not allowed because it might cause injury *Penalties for improper use:* Warning Not allowed to use this piece of equipment for the rest of the recreation period 3. Post a picture chart of do's and don'ts regarding playground safety to be used as a reminder for observing rules.	
B. The learner shall recite his own name, address and phone number to someone in an emergency situation, such as a fire, accident, or if lost.	1. Use the telephone to dramatize whom to call and what to say in an emergency situation, such as a fire or if lost. Every trainable child should know by memory or carry a card that has: Name of a neighbor along with telephone number Ability to reach operator (keep dime always available for emergency use) Own name Name of parents Own address Own phone number	1. Before going to a store or traveling with the child, have him repeat his name, address and phone number. 2. Have the child role-play that he is lost and in a store and tells the nearest salesperson his name, address and phone number. 3. Have him role-play that he is walking home from school, falls down and can't get up. When another person comes along what information should he give?
C. The student shall read safety words, such as EXIT, STOP, POISON, FLAMMABLE, NO SMOKING.	1. Teach trainable students a sight vocabulary of emergency words. Reinforce these concepts by allowing the pupil to see and use and understand these words in actual context. Actually bring in bottles with this symbol on them.	1. Tell him what signs say as you see them on stores, bottles, doorways. Explain what exit means. *Exit means that you can go out that door. Ladies means that it is for the ladies and girls to use the toilet. Men means that men and boys can use that toilet.*

Goals	Classroom Activities	Home Reinforcement
Social Emotional, cont.	2. Take a walking field trip around the community to point out specific words for an emergency vocabulary. stop walk caution entrance dont walk exit slow When the class returns to school, have them discuss the words they saw as well as how and where they were used.	2. When a men's room and a ladies' room are near one another and the child has had some experience in looking at the names, have him choose the correct one.
Communication: A. The pupil shall use an oral, rather than a physical, means of asking and answering questions.	1. Have the students ask for anything they desire by using object name rather than pointing or grunting. 2. Require a verbal reply to any question asked instead of a shake of the head or shrug of the shoulder. 3. Once the child is capable, encourage him to use more descriptive speech. Student: ball *Teacher: What ball do you want, Jimmy?* Student: big ball *Teacher: What color is the big ball you want?* Student: yellow *Teacher: Where is the big yellow ball?* Student: teacher closet *Teacher: Oh, you want the big yellow ball in the teacher's closet. Now I understand and I'll get it for you.* Allow and encourage verbal discussion as an integral part of the curriculum. Allow pupils to give messages verbally to people outside their classroom.	1. Do not accept grunts or pointing if the child is capable of using words to ask or answer a questions. 2. Talk to and discuss with the child what he is doing, wearing, the weather. 3. Ask the child to give a short, oral message to someone in the family, i.e., *Tell Daddy to come here.* Increase the length of the message as the child is able to handle it. 4. Ask the child to give a message, listen to the response and return the answer. *Ask Dad if he wants coffee.* 5. Play with dolls and puppets. Have the child speak for the doll or puppet.

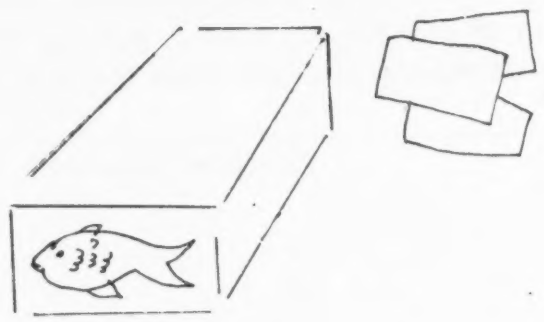
Goals	Classroom Activities	Home Reinforcement
Social Emotional, cont. Social Compentency A. The pupil shall recognize himself as an individual by identifying his own name, possessions, and body parts.	1. Have a large paper model of the human body complete with physical features, constructed of heavy duty paper or cardboard. All the limbs and features of this model should be removable and backed with some type of adhesive. Have the students play a game where they assemble the figure bit by bit to form a complete person.	1. Label a number of the child's possessions with his name, such as bed, dresser, chair. 2. Name body parts when dressing, i.e., socks go on feet; put your arms in the sleeve; your belt is on your waist.
B. The student shall follow directions by making an appropriate physical response to a verbal command, such as *Bring me your pencil.*	1. Play games and activities with the students which involve making a physical response to a verbal command. *Johnny, can you stand up and then sit down again?* Gradually make the directions more complicated and have them involve purposeful activity. *Please get me a piece of white paper from the table top.* *Ask Mrs. Pierce what time we should go up to the cafeteria.* 2. The ability to understand and respons to directions can be used by older students in the following areas: -following simple food preparation directions -using verbal directions to assemble or fix something -reading and following directions on cleaning fluids, use of simple machinery or equipment	1. Have the child help in the house by bringing the broom when asked, getting the mail or taking his ball to his room and putting it in the closet.
C. The pupil shall behave appropriately in a variety of social situations, i.e., restaurant, bus, field trip, friend's house.	1. Use classroom dramatization as a means of practicing good social behavior in public places. Set up, using appropriate props, social situations that would be within the trainable child's frame of experience. *Going to town on a bus:* Knowing where to get the bus Knowing what time the bus should come Knowing how much money the bus will cost and having this much money available Knowing some landmarks along the way Knowing when to get off and how to indicate this to the driver Knowing how to make a return trip home	1. Take the child on a bus. Talk about how to behave on a bus. Get on Sit quietly Don't touch doors or windows Don't bother the driver 2. Look and discuss pictures that portray different ways to travel, i.e., boat, plane, train, car, truck.

Goals	Classroom Activities	Home Reinforcement
Social Emotional, cont.	Other situations for dramatizing: Eating in a restaurant Going on a field trip Attending an athletic event Going to a movie Visiting a friend Going to the doctor	3. Take the child to a restaurant when it is not crowded. 4. Visit a schoolmate of the pupil. 5. Visit a friend's home.
D. The student shall react appropriately to a stressful situation such as: losing possessions being taunted changing pace abruptly a teacher's absence	1. For young children, have available objects or materials that allow them to take out physical anger on an object rather than a person, i.e., punching bags, clay, tumbling mats. 2. Allow children to express their negative feelings freely without fear of punishment, as long as there is no physical aggression. Example: *I hate Sally,* rather than slapping Sally. 3. Provide tasks that are challenging but that don't produce excessive frustration. The most effective means of handling frustration is a preventative approach. 4. Provide older pupils with some alternative activities that help alleviate anger or frustration, such as: Leaving the people or task producing the anxiety. Occupying self with an unrelated task, such as cleaning closets, reading a book. Being allowed a free period to choose any activity he desires.	1. Discuss the discrepancy between the child's physical size and his learning ability with neighbors. The child may be over 10 but acts like a 3-year-old. The neighbors, in turn, should explain to their children that, *Tim is a big boy but he can't think as well as you can. He needs you to help him play. If he bothers you or hurts you don't play with him, but don't tease him or be mean.* 2. Supervise the child if you know he hits other children when he becomes frustrated or excited. Hold his hands and say, *No, don't hit people.* Provide a punching bag, punching clown or doll for the child to hit. 3. If the child is being taunted and wants to cry or feels trapped, have him say instead, *I don't want to play,* and have him come home. Allow him to make contact with these children at another time. Don't overprotect by not allowing him to try to play with anyone who might make him unhappy.

Goals	Classroom Activities	Home Reinforcement
Academic A. The pupil shall verbally label familiar objects, i.e., household items, clothing, foods, vehicles.	1. Make labels to put on common objects in the room. Pupils can copy familiar words to label their own possessions. book, desk, chair, teacher, table, door, window, sink, closet, picture 2. Set up a table of familiar home objects, starting with common and simple objects the child uses and progressing to harder to identify objects that the pupils must label with a name. A sample of display items might include: *Simple:* spoon, soap, toothbrush, shoe, loaf of bread *Complex:* egg beater, cleaning detergent, lamp bulb, flower vase, envelope, stapler This type of activity can be used to develop more complex skills: Blindfold students and have them identify objects by touch. Have pupils tell or demonstrate how a particular object is used.	1. Mention the names of the objects you are handling. Ask the child to repeat the names. 2. Look at pictures in books and catalogs. Name the familiar objects. 3. Give a child illustrated material and say, *Here is a chair.* (Point to it.) *Show me a picture of a chair. Find me a picture of a dog or show me the dog on this page.* 4. Make a scrapbook of pictures of familiar objects. Use pictures the child finds in magazines and catalogs. 5. Play picture lotto. Make a card with pictures of common objects drawn or cut from magazines. Give the child blank pieces of paper the size of the pictures and say, *Cover the picture of the dog,* etc., until all the pictures are covered. 6. Make cardboard stencils of familiar objects, i.e., ball, dog, chicken. Have the child trace and color the pictures.
B. The learner shall identify by name everyday sounds, such as school bell, alarm clock, thunder, wind, vacuum cleaner.	1. Make a tape recording of some common everyday sounds. Have the pupils try to identify the sounds and then relate them to experiences they have had. Some common sounds are: alarm clock, water running, fire alarm, school bell, thunder, toilet flush, car horn, 12:00 whistle	1. When you hear a sound bring it to the child's attention, i.e., bird, dog's bark, wind in the leaves. 2. Turn on the vacuum and listen to the noise. Have the child turn the vacuum on and off. Have the child make believe he is a vacuum that makes noise.

Goals	Classroom Activities	Home Reinforcement
Academic, cont. C. The student shall name the day, the date, and the month of the year when asked.	1. Set up a daily schedule where one student is the daily reporter. This pupil is responsible for going over a large monthly calendar that states the month, day, year, and any special activities. A suggestion for a reusable monthly calendar is to have a blank, squared off calendar form with slits or tacks in which to fit month or day labels.  This can be used to start off a daily show and tell or sharing time.	1. When the child awakens on the weekend, say: *Today is Saturday. You don't go to school on Saturday.* 2. On a weekday, say: *Today is Monday. You go to school today.* 3. Sing and pantomine *This is the Way we Wash Our Clothes.*
D. The pupil shall identify his own name in print.	1. Label all possible possessions that belong to the student with his name and give him ample opportunity to distinguish his own thing(s) from among a group of things. desk, chair coats and boots cafeteria trays lunch box or bag pupil papers locker space notebooks	1. Label child's belongings with his name. 2. Send for free catalogs and brochures in the child's name.
E. The student shall write his own name in manuscript and cursive.	1. Purchase an inexpensive label maker and some extra rolls of self-adhesive label tape for classroom use. Allow and encourage the pupils to use the label maker to make labels for their own possessions.	1. Print his name on paper and show it to him. Hold his hand and have him go over the letters. Hold his hand and help him print his name. Give him paper and a model from which to print or cursive write his name. 2. Have him sign letters that you have written to close friends or family.

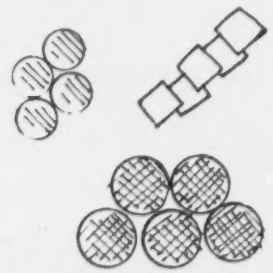
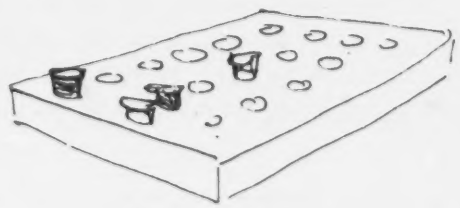
Goals	Classroom Activities	Home Reinforcement
Academic, cont. F. The pupil shall ask questions for information or demonstrate that he knows how to ask for help by asking teachers, parents or classmates for help when needed.		1. When you notice that the child is confused, help him formulate a question that will give him information or help. For instance, you have asked John to get some scissors. He goes to the usual drawer, but can't find them. *You:* John, do you have the scissors? *John:* No. *You:* Let's ask Beth if she has the scissors.
G. The learner shall make and complete a phone call using a written number.	1. Dramatize making and handling a phone call by using a toy telephone. Later make real phone calls. Some suggestions: When dialing, have the number written out and have the child circle each digit after it is dialed. Let the phone ring no less than 4, nor more than 6 times before hanging up. Recognize the sound of a busy signal. Let the person on the other end answer before speaking. Relate questions or information clearly and slowly. When answering, pick up the phone and say hello or identify yourself in some way. Have every child know how to call the operator and what information to tell her in an emergency. Have posted in the classroom the telephone number of both the police and fire station. Emphasize that a word should be spoken to designate the end of a conversation, such as goodbye or so-long and have the learner then gently replace the receiver.	1. Use a toy phone to make calls. Have the child dial. You answer. Then you dial and have the child answer. 2. Allow the child to dial a relative or friend and say, *This is Jane. My mother wants to talk to you.* 3. When you wish to make a call, write the number and allow the child to dial. Take the receiver off the hook. Listen for the dial tone, dial. Say hello after the other person says hello. Give your name and your message. Wait for the other person. Say good-bye. Hang up. 4. Have the child call and invite a friend or relative to his home. 5. Post the telephone number of a neighbor, doctor, police department, fire department.

Goals	Classroom Activities	Home Reinforcement
Academic, cont.	2. Have, if possible, a Telezonia tele-trainer in the classroom so the pupils can practice making closed circuit telephone calls under teacher supervision. Allow pupils to make some purposeful calls on an authentic telephone, i.e., weather bureau information time check theater or store regarding opening/closing hours	
H. The pupil shall differentiate between concepts by responding verbally or physically to teacher questions or instructions regarding these concepts, i.e., hot-cold wet-dry soft-hard up-down top-bottom in-out dark-light tall-short big-little left-right on-off under-over fast-slow high-low dirty-clean open-shut beginning-end	1. Help the learner develop concept understanding by using props and playing games with objects available in the room. Use Sesame Street approach: *A box:* Stand on top of the box. Hold the box up and go under it. Walk around the box. Get inside the box. *Water faucet:* Turn off, turn on. Determine hot, cold. Is stopper in sink up or down, opened or closed? 2. Help students understand the concept of categories by setting up a series of shoe boxes containing categories of pictures on file cards. These concept boxes can be used independently by the students for sorting which pictures belong in which box. Some examples of concept categories are: animals clothing furniture vehicles buildings or dwellings colors or shapes people 	1. When making gelatin have the child add a cup of hot water and then a cup of cold water to the bowl. Use the words *hot* and *cold* and have the child feel the difference. 2. Put water in a sink. First cold, then hot. 3. Have the child make the T.V., radio, or phonograph louder or softer. 4. Pull down a shade. 5. Open or close a window or curtain. 6. Turn a light on and off. 7. Put dirty clothes in a hamper or a washer. 8. Put wet clothes in a dryer and take out dry ones. 9. Go under the cover. Pull the cover over you.

Goals	Classroom Activities	Home Reinforcement
Academic, cont. I. The learner shall differentiate and relate time concepts to daily activities by performing daily functions in a logical sequence, such as: getting up washing eating breakfast going to school	1. Construct and post a large clock with movable hands, and use this clock to point out and demonstrate the specific time of the day that certain activities occur, such as: Relate to school day activities only. 2. Verbalize and encourage the students to verbalize what time of the day certain activities occur, such as: *What time do you get up in the morning, Jim?* *Can you move the hands of the clock to show this time?*	1. Look at a clock at various times with the child. Note the numbers. Point to each number and name it. 2. Look at the clock in the morning. *Look at the little hand near the seven. It's time to get up.* Repeat the procedure at lunch, supper and bed time.
J. The pupil shall demonstrate a functional knowledge of the following number concepts: Numbers 1 thru 12 Money -- penny, nickel, dime, quarter, dollar Time -- hourly by correctly answering questions concerning these number concepts.	1. Take a walking tour of the school for a *Number Hunt.* The students are to look for any and all numbers and the teacher can record these numbers along with where they were found. When the class returns to the room, go over the numbers and tell where they were found and how they are used. Some suggestions for finding numbers are: room numbers bus numbers clocks telephone numbers rulers/yardsticks library book numbers calendars locker numbers locker and door keys local street numbers numbers on office machinery (adding machine) time card punch date books 2. Accompany rote number memorization 1-12 with acutal counting of objects in a functional situation. A classroom scale might be helpful if available. Count out apples to make a pound. How many sticks of gum are in a package? Count glasses or cookies for snack time. How many eggs are in a carton? How many school buses?	1. Clap and count from 1-12. Jump and count. 2. Play *You have 1 head, 2 eyes, 2 hands, 2 feet*, etc. 3. When distributing objects mention the number. *Here are 2 crackers. Give me 1 slice of bread.* 4. Have the child put a penny in a gum machine. 5. Have the child put the required amount of money in the coin receiver of a bus. 6. Have the child put nickles and dimes in candy machines. 7. Have the child put money in parking meters.

Goals	Classroom Activities	Home Reinforcement
Academic, cont.	3. Introduce pupils to some common forms of measurement for buying, serving, packaging by using everyday situations: Some things come in pairs (2): *shoes* *salt/pepper shakers* *socks* *cufflinks* *earrings* Some things are sold in dozens: *eggs* *doughnuts* *cookies* Some things are sold by quart or gallon: *milk* *berries* *juice* 4. Bring in sample products to illustrate these concepts to the pupil. This activity can be followed up by a field trip to the supermarket.	8. Have the child sort coins into like piles 9. Put coins in piles of 1, 2, then 3. 10. Allow an older child to go to a store with a short list and money.
K. Pupils shall read, for information, street signs and numbers, bus destination, store designations (DRUG, FOOD), directions on food cans, T.V. schedule	1. Make a large, simplified map of the immediate community showing enlarged street and avenue names. Show pupils a bus schedule where the destinations or stops use these names. Teach the child cues to help him recognize these names, as it is not necessary to read them, i.e., Loomis Street Capital Avenue 2. Enlarge a page of the T.V. Guide or television directory in the paper. Show the students how some of their favorite programs are listed and have them find that channel on a school T.V. Help the students recognize the names of some of their favorite programs and work jointly on an individual T.V. guide for each pupil. Sandy Day / Program / Time / Channel Monday — Beverly Hillbillies — 7:30 — 8 McHale's Navy — 9:00 — 2 Tuesday — Sesame Street — 4:00 - 5:00 — 12	1. Use opportunities to read store names, street signs, bus destinations. Point out and concentrate on remembering one sign at a time.

Goals	Classroom Activities	Home Reinforcement
Academic, cont.	3. Have available in the room large picture books, catalogs, comics, magazines *(Look, Life)* that the student can browse through for enjoyment. Encourage pupils to cut out favorite pictures for a scrapbook.	
L. The student shall write his own name and print his own phone number and address when requested.	1. Require name, address, and phone number on all paper work and assignments. Each student can have this information written down for him on a file card to use as a reference until he learns the information by rote. Sample: Name: _____ Address: _____ _____ Phone number: _____	1. Have student sign his own name in cursive on cards (Valentines, Christmas, birthday), letters written by parent to friends or relatives. 2. Have him make a sign for his room or private corner with his name, address and phone number. 3. Have him sign his name on papers he works on at home. 4. Provide a large chalkboard and different colored chalk for practice. Sometimes a basement wall can be painted with blackboard paint.
Vocational A. The pupil shall sort objects by size, shape or color when given an assortment of three sizes, shapes or colors.	1. Have available in the classroom specific materials that can be sorted by size, shape or color. Some examples are: different shaped crackers multicolored chips or candies (M & M) nuts in shell for shape coins for size checkers for color sorting crayons by color sorting playing cards into numbers or suits teacher-made materials that can be used for all three concepts	1. Use muffin tins, coffee or tobacco cans, shoe boxes or frozen juice cans for sorting. Poker chips, nuts, coins, buttons can be sorted. 2. Have the child sort clean laundry, i.e., shirts in one pile, socks in another, slacks in another. 3. Serve different shaped crackers. Have the child eat the circles first, triangles next, squares third.

Goals	Classroom Activities	Home Reinforcement
Vocational, cont.	2. Make a series of each size and shape in assorted (3) colors:  Make a pile of circles. Make a pile of all red shapes. Put all the big shapes in a pile. Sort out all the small yellow shapes. Put all the middle-sized green squares in a pile.	
B. The pupil shall complete tasks assigned to him within the time allotted by the teacher.	1. Set specific time goals for an individual child to complete a particular task. As the child becomes more competent, the teacher should decrease the amount of allowable time for completion of this specific task. Some tasks that can be timed are: dressing — undressing washing — eating *Basic tasks or paper work, such as:* writing name — preparing mat for rest period sweeping room — cleaning boards 2. Tasks should also be provided whereby the student can monitor his own time performance using a self-directed timing device like a 3-minute hour glass, stop watch, i.e., A box of spools or a pegboard -- taking the spools out and stacking them on top of one another in a tower of 5, putting 10 pegs in holes. 	1. Record how long the child takes to dress, to wash, to eat. If you and the teacher feel that the child should accomplish those tasks more quickly, have the child play *Beat the Timer.* Decide on a reasonable time for this child to finish a particular task. Set a timer, decreasing the number of minutes after he finishes before the timer rings until the optimum time is reached.

Goals	Classroom Activities	Home Reinforcement
Vocational, cont. C. The pupil shall walk to and from his house to a specific neighborhood destination, i.e., church, school, friend's house, mail box, barn.	1. Plan a series of field trips to familiarize the pupil with his immediate community. At the beginning stages, field trips should be walking trips. Later the class should be able to ride in a car, to use a bus or other reasonable form of public transportation as a way of getting to a specific place. The teacher should use the community as a resource and have people show the class specific things during these field trips, such as: *Bus driver:* Show where to put money Tell how much a ride costs Demonstrate use of cord to tell driver when to stop	1. Walk with the child to and from the mail box or a neighbor's house. 2. Have the child lead you to and from these destinations. 3. Have the child lead you to a destination and return home by himself.
Enrichment A. The child displays motor control adequate to perform simple daily functions like climbing stairs, dressing, eating, opening locks, bathing, sweeping, using a toaster, vacuuming, sharpening a pencil.	1. Set aside some prescribed time in the daily schedule for free choice activities and materials. One cabinet or shelf should be set up to contain equipment for this period and should hold types of materials that give practice in muscle/eye/hand coordination, such as: Loops and looms for making potholders Cross-stitch embroidery Large knitting needles and rug yarn Sample locks that pupils can practice on along with keys that fit these locks Small tools: nails, wood, screws Clay Peg boards 2. Have or make playground or recreational equipment that utilizes motor and muscle coordination: stationary stairs climbing bars punching ball large ball, net for volley ball balance beams basketball basket target to hit with a ball, beanbag	1. Provide opportunities to learn muscle control by having the child use his muscles. Allow him to do and try as much as he can for himself. Give him tasks that cause him to practice. Use a stepstool to reach a shelf. Go to the basement to get a broom. Go upstairs and get a comb. Give the child the key to open the door, lock the car, etc.

Goals	Classroom Activities	Home Reinforcement
Enrichment, cont. B. The pupil shall operate a record player which includes selecting a record, placing it on the turntable, turning on the player, placing the arm on the record, regulating the volume.	1. The teacher should provide ample opportunity for pupils to learn how to operate leisure time electrical equipment. At first the teacher can demonstrate use of a record player, radio and television. The most important things for the pupil to learn are how to turn equipment on and off and how to regulate volume. After her demonstration the teacher should assign pupils to take charge of operating the electrical equipment to be used in the room. 2. Encourage students to bring in their favorite records from home to share with the class for listening or free activity periods. The pupil who brings in the record may also assume responsibility for operating the record player, turning it on or off, regulating speed and volume, placing the needle, turning off and putting away when through.	1. If possible, provide a small record player with a well-made arm and a selection of records for the child to play.
C. The pupil shall feed, help clean and handle gently a plant or a pet.	1. Give students a chance to plant flower or vegetable seeds either inside the classroom or outdoors if possible. As a class project, choose seed packets. Each child is to assume complete responsibility for caring for his plant or section of the garden, including planting, watering, washing leaves, providing adequate shade or sunlight. Pupils might want to give a weekly oral report on their plants. 2. Whenever possible, have a pet or variety of pets in the classroom that the children can care for. Some suggestions for good classroom pets are gerbils, guinea pigs, acquarium and terrarium animals, small birds (canary, parakeet, lovebirds). Some less preferred pets should be avoided for the following reasons: *Turtles:* high mortality rate *Hamsters:* nocturnal, little daytime activity usually cannot be handled prone to biting *Mice:* population explosion	1. Use a small watering can with a thin spout to water your plants. Put water in the can and verbalize what you are doing. Allow the child to help you hold the can as you water the plants. Go to a plant nursery or variety store and allow the child to choose a plant that he can care for and call his own. (Philodendron or snakeplant are hardy.)

Goals	Classroom Activities	Home Reinforcement
Enrichment, cont.	Assign the pupils specific tasks related to pet care, emphasizing that different things are necessary to keep different animals alive, such as: *Fish:* live in clean water and require a bit of special food once or twice a day *Guinea pigs:* eat lettuce, carrots, pellets, need water, cedar chips make good bedding, like to sleep in empty tin cans 3. Make a reference booklet of classroom pets using actual photographs of the pets and a brief paragraph about care and feeding. HOGAN Hogan is a blue and green parakeet He eats bird seed He plays with a mirror *To care for Hogan we:* Fill up his seed dish Give him clean water Change the paper on the bottom of his cage	
D. The pupil shall participate in one or more group recreational activities, i.e., swimming, dodge ball, bowling, bike riding, hiking.	1. Play hot potato with a large, light rubber ball that can be passed from pupil to pupil. 2. Blow up rubber balloons and divide the class into two teams. The object of the game is to use hands or heads to keep the balloon(s) from touching the ground. 3. Use the seasons as a stimulus for group recreational activities. *Summer:* hiking, swimming, cookouts, overnight camping *Autumn:* hiking, weed and leaf collecting, making applesauce, hayrides *Winter:* making snowmen or snow tunnels, group sledding, writing names or drawing shapes in the snow, ice skating if facilities are available. *Spring:* nature walks, relay races, collecting wild flowers and preserving them, kite flying and making, fishing, bike riding, jumping rope, rope games	1. The parent can provide opportunities for the child to play in the water, throw and catch a large ball and bean bag, ride a bike with training wheels, jump rope, go walking in the woods, in a field or in a park.

Goals	Classroom Activities	Home Reinforcement
Enrichment, cont. E. The pupil shall participate in one or more simple activities alone or with another pupil, i.e., rope skills, using a large ball, using a bean bag.	1. Encourage pupils to use some of their leisure time in physical activity. They can make a weekly schedule of one hour of physical activity a day. **Betty Adams** Monday -- ride bike Tuesday -- bounce ball Wednesday -- jump rope Thursday -- ride bike Friday -- go for hike 2. Encourage the pupils to report on these physical activities and share their experiences with their classmates.	
F. The pupil shall use simple materials for hand crafts when given these materials by the teacher, such as large needle, paste, scissors, paint brushes.	1. Pupils can decorate shoe boxes to hold their individual art and craft supplies. Each box should contain the following materials: scissors large-eyed blunt needle paint brush small bottle paste crayons 2. Make rubbings with crayons on any 3-dimensional decorative surface. 3. Rorschach Paintings: Pour paint of various colors on one-half of a pre-folded paper. Fold paper over to duplicate the design on the other half. 4. Straw painting: Pour small amounts of tempera paint on glazed side of finger painting paper. Have the pupil create his own abstract painting by blowing through a straw and moving the paint over the paper. 5. Embroider a free or pre-stenciled design on burlap with rug yarn.	

Goals	Classroom Activities	Home Reinforcement
Enrichment, cont.	6. Make a collage by cutting or tearing different colored and textured papers or shapes of different texture (sponge, wood, styrofoam, plastic, cloth). Place on a backing. 7. Baste or machine sew scraps of material together to make patch work blankets or wall hangings. 8. Tie-dye old sheets using string and rubberbands. 9. Make interesting hanging shapes by folding and cutting paper. Use for classroom decorations. 10. Allow and encourage the pupil to use his hand craft materials for practical purposes. *Crayons*--color code books, mark own paper *Scissors*--cutting paper, tape, string, cutting room or bulletin board decorations *Needle/thread*--repairing torn items, sewing on buttons, making minor repairs nurse room or clinic linen, curtains; simple cross stitch embroidery; sewing and making supplies for classroom (large canvas bags for block storage or bean bags). 11. Allow the pupils to construct their own simple games for classroom use: Bingo Tic Tac Toe Boards Floor checkers--make enlarged checker board on the floor using self-adhesive floor tile for the squares and hockey pucks or cardboard disks for the checkers Bean bags made by the pupils Decks of cards for Old Maid, Concentration Follow the dot books Simple wooden puzzles	

Now that you have read *Selected Goals, Classroom Activities and Activities for Home Reinforcement*, can you accomplish the objectives set forth at the beginning?

1. Record one or more pupil objectives that you would like to incorporate into your classroom program.

2. Record two or more activities that you would like to use for the first time.

3. You want to teach the learner to pour liquid from one container to another without spilling. Provide two or more suggested activities for parents to use at home.

ORGANIZING FOR INCREASED INSTRUCTION

ORGANIZING FOR INCREASED INSTRUCTION

After reading this section, you will be able to:

1. *Define* increased instruction *in your own words.*
2. *List two or more aids to organization that you would like to use in your classroom.*
3. *List one way that you could increase instruction for a pupil or the entire class by using some type of an audio-visual device.*
4. *Name 3 specialty areas into which your classroom could be divided.*
5. *List 4 major steps involved in teaching a trainable pupil a skill.*
6. *List two or more ways that you could use a volunteer in your classroom.*

One of the responsibilities of the teacher is to provide as much instructional time for every child as possible. In order to accomplish this the teacher must plan with the needs and abilities of her learners in mind. The teacher of the TMR has an especially hard time in planning for her class since there are usually extreme developmental, social, academic and physical differences among her pupils in addition to developmental differences within the child himself, i.e., a child may be able to speak well but not feed himself. Even if a group of her children have the same general level of intellectual ability, they may respond differently to the same type of program, i.e., if one child is strong auditorially and weak visually and another has the opposite set of abilities and disabilities, the first child will be able to profit more from a teacher who gives verbal direction than the second, who would respond better to a pictorial presentation of these same directions.

The pupils may vary considerably in the time it takes them to progress from one level to the next. The learners are often multiply handicapped with problems of vision, hearing and motor control as well as being mentally retarded. The group's behavior can be unpredictable, depending on who is absent and who is present. In addition, the TMR learns little incidentally, and therefore needs consistency and the opportunity for drill and practice.

Therefore, the teacher of the TMR needs to plan for a wide variety of activities on different levels for pupils with different needs and abilities. The time and the ability of the learner is limited so she must decide what not to teach as well as what to teach, for example, TMR pupils who live in a city probably do not need to learn

about cows and sheep. The activities the teacher plans must help the learners achieve the objectives she has set for them.

Individualizing the program for the learner is one way of aiding him in achieving his objectives and in meeting his needs. The program can be individualized in several ways.

1. The teacher works with one pupil at a time. She has set objectives; she sees the level on which the child is working; she works with him on activities; she gives him immediate feedback and reinforcement for progress.

2. The teacher works with the whole class or a group. She has set a goal for the class, i.e., all shall participate in music, but she has individualized the objectives for the individual learners, i.e., Lisa shall be able to sing *Jingle Bells* with the teacher; Mary and Tom shall participate by swaying to the approximate rhythm of the music; Peter and David shall be able to sit and listen to the song.

3. Commercial, teacher-made and audio-visual materials that are self-correcting are available so that a child can work on his own or with a minimum of help to reach an objective. By using these materials, the student will gain in independence and free the teacher to work with other students.

4. The use of volunteers (usually not parents) as teacher aides allows more individual instruction for each child. Having more personnel available means more time to evaluate and assess behavior leading to further individualization.

5. Classroom organization, i.e., planning, grouping, the physical set-up of the room also facilitates each learner's attaining individual objectives.

Preparing for Increased Instruction

Preparing to increase instructional time is perhaps the most difficult job of the teacher. Here the teacher must make decisions regarding what she hopes to accomplish in the classroom and select methods of organizing her time. The pre-planning is difficult but should result in greater effectiveness in teaching and learning. Some suggestions to help the teacher individualize her program for increased instruction are as follows:

- Use transparencies as an overlay on worksheets. Pupils can use these for marking and correcting their papers and they can then be erased and used for other pupils.

- Prepare a filing system within a cabinet where students can select and check out their own worksheets and materials. The cabinet can have picture clues to the content of the file.

- Make an individual daily schedule for a student(s) in the class stating 3 or 4 tasks that must be accomplished by a certain time. Go over the schedule with the pupil and allow him to work independently with frequent teacher encouragement and follow up. Each student might keep his own file of schedules or tasks in a recipe box.

- Use an overhead projector to show, by example, what is to be done in an assignment. This technique is particularly good for small group instruction. Example: Cross out the one that doesn't belong.

- Wherever possible, laminate papers that pupils use. More students will be able to use the papers without the fear of ripping or staining. Some good examples for laminating might be: picture files, follow the dots, tracing activities.

- Use an easily operated tape recorder to record lessons or instructions for an individual or small group. A signal can be used at the end of the lesson to indicate turning the machine off. After the pupil has followed the instructions, a follow-up lesson can be played on the recorder to give pupils a chance to correct their papers.

- Record a story for the pupils to listen to. Whenever possible, have the taped story accompanied by a pictoral text of the same story. A sound signal can indicate when to turn pages. A follow-up activity can be incorporated into the tape, such as: *Look at your worksheet. Put a circle around the animals you heard about in the story. Color them.*

- Allow pupils to operate a simple record player for their own enjoyment and leisure time. Pupils should have a place to operate the record player where it won't interfere with the work of other pupils.

- Keep packets or boxes of pictures that the pupils can arrange in familiar categories or classifications. Some common examples are:

  members of the family
  farm animals
  zoo animals
  community helpers
  houses
  transportation vehicles
  clothing
  furniture
  fruits and vegetables
  vocations - jobs

- String a clothesline with snap clothespins across the room and use them for displaying and drying art work, clothing.

- Put drop cloths or newspapers on the floor where pupils will be using water, paints, flour, dirt.

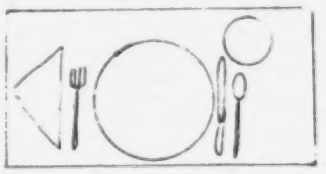
- Collect mail order catalogs, magazines, books of wall paper samples, floor tiling and fabric to use for cutting, pasting, collage.

- Purchase automatic money adders to use in functional number work, i.e., adding up a grocery bill for a lunch or a party.

- In working with clay, play-dough or real dough, allow pupils to use objects to form shapes if they don't have the manual dexterity to form shapes themselves, i.e., aluminum foil shapes, glass tops, doughnut shapers, cookie cutters.

- Large panes of beveled glass or plexiglass can be a reusable surface for painting or tracing, using grease pencil, poster paints.

- Make permanent place mats to help the pupils learn table setting for meal or snack time by laminating ditto sheets or using construction paper showing proper placement of dishes and utensils. They can place their own utensils. They can place their own utensils on the indicated spaces.



- Place some remnant carpeting or insulating tile on the floor for a cushioning effect where pupils might be working with noisy equipment, i.e., blocks, pounding boards, hammer and nail activities.

- Use cushioning material, blocks of foam, rubber or carpeting on the edges of desks which open and close on top to decrease the slamming noise.

- Label different parts of the room at intervals during the year to help children recognize words that might be needed in everyday situations. Examples:

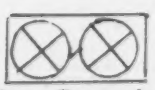
  Label doorway for [entrance] and [exit]

  Label [restroom] [Boys] [Girls] or [Men] [Women]

- Set up a large bulletin board where pupils can pick up individually prepared schedules for one hour or less to guide them through independent study, such as:

  Have pictures of each class member posted with that particular child's daily schedule tacked beneath.

  Represent pictorially what a pupil is to do at a certain time period during the day. use and familiarize the students with simple symbols for these activities.



Tape Recorder

Taped Story Record

Overhead Projector

- Use plastic dish pans, small paint buckets with handles, coffee or tobacco cans, empty bleach bottles cut and rope handles added to hold small pieces of equipment, a puzzle, pegs, crayons, colored shapes. Label closed containers with the picture of the object inside and for older students the name of the object.

- Have packets of story book characters, people, animals and a permanently set up flannel board that the students as well as the teacher can use.

- Collect an assortment of jars and lids which the students can use to discriminate between sizes and to practice opening and closing.

Have sensory boxes: touch, taste, sound, smell, with an assortment of objects for the students to manipulate and explore alone or in groups.

File Cabinet

The teacher needs some type of organizational system to be used to store resource material, patterns for cut-outs, directions for activities, etc. The purpose of this system is quick retrieval of desired information. One method of organizing a retrieval system is the content area approach. Global instructional skill areas such as (1) social skills, (2) language skills, (3) motor skills, (4) number skills, (5) vocational skills, (6) enrighment skills can be used as categories. Acquired material is placed in the appropriate folder.

A second method is to use the above system but place separate folders behind each major division. For example, Listening Skills as a folder title would go in the language skills section. A very specific file can make it more difficult to categorize materials. For example, materials that were used during a unit on the telephone could be filed under social skills, language skills or possibly vocational skills. The organization of the filing system is up to the teacher.

Four suggestions in starting a filing system are:

1. Decide on a filing system at the beginning of the year.

2. After using a piece of material in the file, take one copy and indicate the changes that you would make before using it again.

3. Keep a folder on each child. Appropriate filing of student work and information for parents will save time in getting ready for parent conferences.

Storage Space (cupboards, bookcases)

The teacher should ask herself:

What materials will be used most frequently?

What materials should the learner be able to use independently?

What arrangement would facilitate

- *pupil use of materials?*
- *replacement of materials to proper place(s)?*
- *how the materials and locations should be marked so pupils could identify quickly and accurately what they want?*
- *how the pupils could be oriented to increase their independent use of the materials?*

Dividers (movable panels, screens, folding doors, chalkboards, bookcases)

Furniture as dividers can create a fixed room arrangement. Moveable dividers such as screens or bookcases on rollers permit the teacher to alter the learning environment for different activities. For example, the teacher may create an office for the children to work in by themselves without distraction. The teacher might

also use dividers to create an area where a volunteer or aide may work with one or two children. In a language activity the teacher may use dividers to reduce the size of the learning environment, therefore help the children attend to the task at hand.

Moveable panels, screens, folding doors, chalkboards, file cabinets, bookcases, teacher made (use 6-ply cardboard) or commercially made carrels can be used as dividers, can be used to prevent distraction and can be arranged to provide areas where a pupil may be isolated. Ideally, dividers should be flush with the floor so that students don't crawl under them and not so high that the teacher can't see over them.

Labeling

Learners secure materials, replace materials, use media equipment, rearrange furniture for different activities and group themselves as directed by the teacher. Labeling materials and areas with either the printed word or symbols (animals, colors, correlated with units of study) may permit the learners to be more independent. For example, labeling chairs with the student's name may decrease time spent in bringing chairs to the circle. Materials might be color coded to indicate their proper location. Areas of the room could have pictures which would permit the teacher to say, *John, you and Sally are to go over by the* mailman *and . . .* Masking tape can also be used to label the floor. For example, mark the floor with X where children are to sit. Then the teacher could say *Please sit on an X. It's time for . . .*

Furniture

Tables can be secured that are washable and round, rectangular or trapezoidal in shape. Each permits a different type of physical arrangement and emotional atmosphere. Group interaction and closeness is facilitated by a circular table.

MEDIA

Use of Media

Many types of media can be operated by trainable pupils. Where such media is available, it adds one more dimension in which the pupil can function independently. The teacher must teach the learner why and how to use the materials available.

Types of Media

- Record player
- Film loop projector
- Cassette tape recorder
- Viewmaster
- Filmstrip previewer (without sprockets, if possible)
- Single or multiple headphones for audio equipment

SPECIALTY AREAS

Designating areas of the room for certain activities aids in allowing pupils to be more independent and maximizes effective use of the physical layout.

Use of Specialty Areas

Possible areas are art, block play, housekeeping, woodworking, music and audio visual equipment, sand and water, self-care and dress-up, individual work, small group instruction and open spaces. One classroom need not have all of the listed areas. However, it should be remembered that one physical area may serve as more than one instructional area. The music and audio visual area can also be used as a quiet

area where children look at books. The housekeeping area can have a cot where a child can rest and be alone. The art area can be used for a child to work on puzzles or self-correcting materials.

In determining areas, the needs, interests and potential benefits must be considered and not just the chronological age of students. For example, a sand and water table can be used by older students in experimenting with measuring quantities, learning to pour, fill or mix.

Area Equipment

Art. Poster and finger paints, brushes, cans for water and paint, chalk, crayons, newsprint, tissue paper, construction paper, cardboard, newspaper, paper bags, clay, scissors, paste, stapler, clothespins, tape, sponges, magazines, needles, thread, cloth, yarn, buttons.

Music. Phonograph, records, rhythm instruments (rhythm sticks, bells, triangles, drums, cymbals).

Block play. Large blocks (wooden or solid core cardboard). Smaller solid wooden blocks (many shapes and sizes), cardboard cartons. Accessories, i.e., cars, trucks, people and animals (wooden, rubber and durable plastic).

Housekeeping. Stove, refrigerator, sink, cabinet, pots, silverware, dishes, table and chairs, cot (pillow, sheets, blanket), broom, dust pan and brush, mop, bucket, sponges, cleanser, chest of drawers, dolls and clothes, doll house and furniture.

Self-care and dress-up. Dress-up clothes including hats, shoes, gloves, mirror, ironing board and iron, soap, towels, comb, brush, shoe polish, needle and thread, toothbrushes and paste, tissues, emory boards, deodorant, cosmetics, spot remover.

Woodworking. Workbench, vise, tools (hammer, screwdriver, plane, clamps, rulers, pliers, drill, soft wood, sandpaper, glue nails, screws).

Activities. Card games, puzzles, dominoes, puppets, picture and story books, beads and string, pegboard and pegs, any kind of self-correcting material.

PREPARING THE LEARNER

In order to provide each pupil with maximum learning opportunities the teacher needs to organize her classroom, organize her materials and organize her students. Organizing her students in this case means preparing them to work alone or with a minimum amount of help. For each piece of equipment that they use, for each area that they work in, they will have to learn where the apparatus is stored. They will have to remember to replace this apparatus and they will have to know how to replace it. Certainly they will have to be taught the specific procedure for using an area and its facilities.

Many of the procedures a teacher uses to help her students learn to work alone require helping pupils learn proper work habits. One of the first work habits the teacher instills in the students is the replacement of those things the students have finished using. The following procedure can be used to help the child learn to put things away.

1. *Showing the child*
2. *Doing with the child*
3. *Supervising the child*
4. *Allowing the child to work alone*

An example of how this procedure can be applied in learning a very simple task is described below. It must be emphasized that progression from one step to another must be determined by individual pupil progress rather than a time deadline.

Showing the child

A pupil indicates that he is through working with the blocks by walking away, starting another activity or verbalizing that he is done. The teacher goes over to the block area and asks the child to accompany her. She begins to replace the blocks and says to the student something like, *Look at me, I'm putting the blocks away. Whenever we finish playing with something, we put it away. Help me put the blocks away.*

Doing with the child

Once the teacher has demonstrated the process of putting things away for the pupil, she should encourage him to help her. If the pupil seems unsure of what to do the teacher can take the child's hands and guide him through the motions. Hopefully, the child will begin helping the teacher spontaneously or do so following her verbal encouragement.

Supervising the child

Once the learner has demonstrated his ability to help the teacher put blocks away he should be encouraged to perform the task alone. At first, the teacher should stand nearby to supervise the student. Later, as the child gains in understanding, she should leave the area and permit the learner to function independently, returning only to check on progress and offer encouragement.

Allowing the child to work alone

The ultimate goal is to have the pupil, automatically without reminders or coertion, replace the blocks at the end of each period of use and before going on to another activity.

The same four steps can be applied to the trainable student's acquisition of a more difficult skill, such as learning to operate a record player.

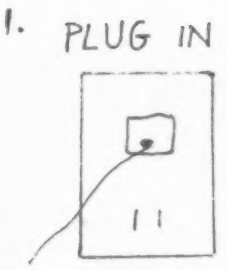
Showing the child

The teacher can demonstrate to her pupils over a period of time some basic steps in operating a record player. These include:

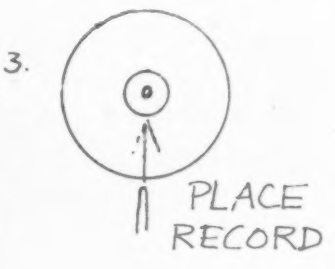
plugging in
turning on
placement of record
placement of needle/arm
regulating volume
removal of arm
turning off
unplugging when through

Each demonstration should be accompanied by a brief explanation of what the teacher is doing, i.e., *I am fitting the hole in the record over this post sticking up from the record player.*

A notebook showing the sequence of steps involved in operating a record player may be helpful. Each page of the notebook would contain a single step and only one step could be seen at a time. The pictoral representation of the steps could be teacher drawings, photographs, pictures taken from a magazine or a combination. An example is shown in the margins of this page and the next.

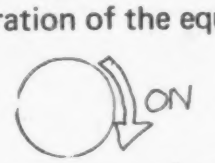


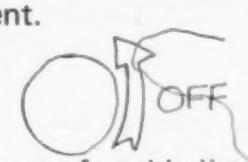
The selection of pictures of visual cues used to communicate each step would be based on the teacher's knowledge of the children. For example, step number six (page 56) uses a diagram of a record player. It would be possible to also show an individual *physically* lifting a needle. Whatever symbol is used to communicate a concept it must be evaluated in terms of whether or not it communicates to the child the intended message.



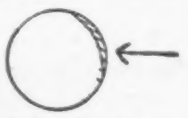
The teacher would want to teach a child a few of the steps each day and allow the child to become successful with those steps before progressing. When the child has completed as many steps as possible, the teacher could perform the other steps explaining the graphic symbols before and after she performs the step.

Other visual cues might be helpful to the learner. An arrow showing direction to turn and labels indicating *on* and *off* may aid in helping the pupil to master operation of the equipment.





Mark showing how to turn volume to a comfortable listening level.



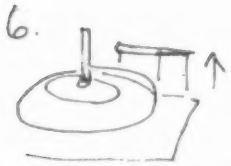
Outline opening of record with magic marker or colored tape to help the pupil guide the record on the post.

Attach some sort of hook or handle on the needle arm to allow the pupil to place it down more accurately and pull it directly up.

Doing with the child

Allow the child to assume responsibility for one phase of operating the record player. The teacher may have to perform each step with the child initially. Gradually, the pupil should be allowed and encouraged to assume greater responsibility for each phase of operation, until the student and teacher can interchange any and all steps of operating the record player.

6.



LIFT NEEDLE

Allowing the child to work alone

Once the learner has attained a level of competency at operating the record player, the teacher should provide ample opportunity for the pupil to utilize this skill.

The learner should have some lessons as well as leisure time activities involving use of the record player, such as: listening activities, story records, rhythms.

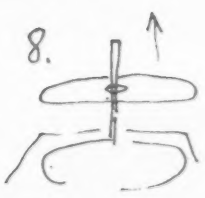
7.

PUT ARM BACK

Where a teacher uses symbols to communicate steps to be performed in operating equipment, use the same symbols to indicate certain specific tasks, such as stop, go, on, off. Common symbols such as red=stop or off, green= go or on could be used for all tasks. This would eliminate the need for the teacher to re-teach each basic step and would allow the child to apply his previous learning. This should reduce the amount of time the pupil needs to spend learning to function independently in the new situation.

No time limit for the class should be set on achieving a skill; although a child can learn to perform a task in shorter and shorter periods of time, i.e., if it takes John 15 minutes to put on his coat, set a timer for 13 minutes and let him see if he can beat the clock.

8.



LIFT RECORD

Some skills will be learned in a shorter amount of time than others. Learning to replace objects may be accomplished in a week. Learning to replace objects may be accomplished in a week. Learning to use a record player will take longer.

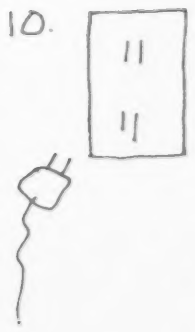
The TMR student benefits by seeing a purpose for his actions, benefits by seeing accomplishment and progress, just as the normal child. It will be harder for this pupil to understand these purposes and it will be harder for him to focus his attention on you or on the task. The following are:

9.

Aids in directing pupil attention:

- Use bright colors on teaching devices.
- Bring out or uncover a previously unseen object to study.

10.



- Sit at the child's level and look at him.
- Include the names of various pupils when talking.
- Change position, i.e., stand after sitting, use gestures, sound effects, such as clapping, change the volume or pitch of the voice.
- Alternate quiet periods with active ones.
- Mark a circular pattern on the floor to aid chair placement for stories or discussion.

- Use an object to focus the child's attention on you, i.e., one day wear nail polish if you're going to do a lot of pointing, another day wear a colorful necklace or tie.

Special attention getting devices can be used with individual children.

Case -- David's eyes often wander around the room. He has difficulty focusing on the teacher when she is talking to him. But David likes to eat. Hold a spoon up and say, *Look, David.* The spoon alone may be enough to hold his attention or hold a spoon with sweet cereal and give David the cereal after he has kep his attention on you for the necessary time.

Case -- Shirley is 12 years old and is easily distracted from her tasks. It seems difficult for her to sit more than five minutes. Set an alarm clock for eight, then ten minutes while she is working on a task. She will have evidence that she is not going to be required to sit indefinitely.

The pupils' attention will be stimulated and they will learn to look for exciting things to do if you change decorations in the room, add a new picture, remove an old one, bring in some goldfish, hang a mobile. Your individual areas should have attention getters too.

A discovery table can have different textured materials: screen, sandpaper, velvet, cotton; magnets one week, nails another; a selection of buttons a third week.

The housekeeping area can have some apples or potatoes to peel one day, an ironing board and iron another.

Some differently shaped blocks can be added to the block area.

Cookie cutters can be placed in the craft area along with play dough.

USING VOLUNTEERS

Selective use of non-professional volunteers can help a teacher individualize her program. The teacher must regard volunteers as an adjunct to, rather than as a substitute for, her teaching and individual pupil attention.

Although non-professional volunteers can and should assume varying degrees of responsibility, the teacher must remember that she is legally responsible for her pupils when they are at school.

Ways to involve volunteers

Individual Tutoring -- Instructing one child in achieving a skill.

Small Group Instruction -- Instructing a small group of pupils in learning and achieving.

Help with Arrival and Dismissal -- Dressing, undressing, trafficing to and from awaiting cars or buses.

Storytelling

Playground Helper -- Helping teacher organize and supervise games and playground equipment. Bringing individual pupils into the room for rest or bathroom use.

Lunch Aide -- Helping pupils with lunchroom routine including serving, supervising, feeding, cleanup.

Record Keeping -- Helping the teacher keep records by adding appropriate health and attendance data to pupil files. Recording anecdotal records or frequency of behaviors for teacher files.

Aide for Field Trips, Picnics, Parties -- Helping teacher with supervision, supplies, organization and cleanup involved in these activities.

General Trafficer -- Working within the school to transport pupils to office, clinic, counselor.

Child's Companion -- Companion to establish a good relationship, personal or academic, with a child who needs additional emotional support and encouragement.

Special Project Work -- Sharing special skills with the pupils; such as baking a cake, making party decorations, taking photographs.

Taping -- Tape recording stories or specific lessons to help the pupils work alone.

Typing -- Typing up conference reports to parents, memorandums, work for duplication.

Drivers -- Helping transport pupils on field trips. Care must be taken to have proper and adequate insurance coverage for this.

Photographer -- Taking pictures of school pupils and activities for scrapbook.

Telephoning -- Arranging trip details, parent conferences, school related activities, under teacher direction.

General Classroom Maintenance -- Painting, building, repair work within classroom.

Shopping -- Picking up special supplies needed for classroom activities.

Preparing Materials -- Preparation of materials to be used for classroom activities, i.e., cutting patterns, paper strips, shapes, making stencils, arranging materials needed for lesson.

Collecting/Mounting -- Objects or pictures to be used for concept folders, picture files, scrapbooks.

Making Materials -- Scrapbooks, games, puzzles, simple toys for school use.

Sources of volunteers

Any community offers great potential for securing volunteer help within the classroom. Some sources for obtaining community volunteers are:

- Family service agencies
- Group work and mass recreational agencies, such as Scouts, Big Brother, Campfire Girls
- Church affiliated youth groups, i.e., CYO, B'Nai B'rith
- Local college or university
- Student teachers or trained observers
- Elderly citizens, i.e., Golden Age Club, residents of nursing homes
- Interagency community organizations, coordinated volunteer service
- Parent organizations, i.e., PTA, Association for Retarded Children
- Local service clubs, i.e., Jay-Cees, Optimists, Lions Club
- Council of Social Agencies

Training volunteers

In order for volunteers to work effectively within the classroom they must know exactly what they are and are not expected to do as well as where they function within the total school program. The following are some suggestions to help the teacher train her volunteers.

Make directions explicit. Write down any details that might need explanations.

When working with a group of volunteers, choose one responsible person to direct the work of others.

If volunteers are working with school records, emphasize the importance of confidentiality. Check with your principal regarding the type of information and records that volunteers can assist you with.

Encourage volunteer groups to provide in-service classroom help in lieu of giving gifts or organizing parties.

Encourage volunteers to work with, not for, the pupils. The aim for the trainable child should be increased independence with the volunteer supplying support and encouragement.

Know your volunteers. The teacher should be able to judge what might be the best placement for a classroom aide. Some personalities would be an asset in the classroom, others might be better at observing pupils or doing clerical work.

There were 6 objectives listed at the beginning of this section on *Organizing for Increased Instruction.* See if you can meet them.

1. Give your definition of increased instruction from the content presented.

2. What two (or more) aids to organization would you like to try?
   (1)

   (2)

3. Name one way you could use media to increase classroom instruction for a pupil, group, or the entire class.

4. Name five or more areas into which a classroom can be divided and how one of these areas could serve a dual purpose.
   (1)

   (2)

   (3)

   (4)

   (5)

5. List the four major steps you would follow in teaching a child a specific skill, such as washing hands before meals.
   (1)

   (2)

   (3)

   (4)

6. How could you use a volunteer in your classroom? Two or more ways.
   (1)

   (2)

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APPENDICES

APPENDIX A

SELECTED INSTRUCTIONAL MATERIALS

The following chart is a partial listing of instructional materials that can be used with TMR students. The chart gives the commercial name of the material, the price (which is subject to change), the source, whether the child can use it with a minimum of instruction, whether the learner can tell if his use is correct, whether it has many uses, whether it can be used over again plus additional descriptive comments. A list of sources of instructional materials follows the chart. This list contains the addresses of the commercial manufacturers mentioned in the chart as well as the names and addresses of other firms that sell instructional materials.

The writers of this document do not claim that these materials cover all areas of instruction nor do they recommend that teachers buy these materials. The listing is published to help teachers and administrators evaluate materials and to suggest the range of materials and the variety of sources available.

Materials	Self-instructing	Self-correcting	Multi-purpose	Reusable	Additional Comments
Ideal School Supply Company					
Peg-It Number Board No. 6078 $7.50	X	X	X	X	Counting, Sequence, Tactile Approach, 1-10 grip pegs
Geometric learning shapes, No. 6035, $7.50	X	X	X	X	Recognition of shape, match and identify objects, eye, hand and tactile dimensions. Tracing.
Jumbo Alphabet & Numerals (1-9) 6064, 6065, 6066 - $7.50, $5.00, $3.50			X	X	Recognition of letter and number forms, visual discrimination, number and letter sequence.
Weaving Mats, No. 6090, $2.00	X	X	X	X	12 mats, color slots, durable plastic, wipe clean with damp cloth. Good for pupils with motor, manipulative difficulties.
Sewing Cards, 6095, $2.50	X		X	X	32 sewing cards, 16 designs, 4 needles.
Color Pattern Board, No. 6001, $7.50	X	X	X	X	27 - 1" cubes of 9 colors, 12 pattern cards (laminated) 10 cut out templates, one plastic template tray. Recommended for trainable.
2-dimensional color block designs, No. 6002, $3.25	X	X	X	X	32 plastic laminated block pattern cards. Progressive difficulty 1-32 wooden stand for vertical reproduction of pattern. Use with Ideal 6200 - 27 colored cubes.

Materials	Self-instructing	Self-correcting	Multi-purpose	Reusable	Additional Comments
Ideal School Supply, cont. One inch colored cubes, no. 6200 (27) no. 6201 (100)	X	X	X	X	3 additional colors (white, black, brown) in addition to the regular colors
Formboard Shapes (6030) $5.75, Formboards (Size 6031) $5.75	X	X	X	X	Rubber-like TACTILMAT, 3 standard geometric shapes (6030), In progressing sizes (6031)
Building Bead Patterns, No. 6040, $5.50	X	X	X	X	8 - 2½" x 11" cards and 8 - 2½" x 5½" cards on which are printed various bead patterns (cubes, spheres, cylinders, ellipsoids), 10 - 1" red beads for lacing. Small cards used for reproduction of designs by visual memory.
Jumbo Pegboard, No. 6220, $6.75 Easy Grip Pegs, 6235, $11.00	X	X	X	X	TACTILMAT - 100 holes. 700 pegs - jumbo size with rounded nail type top.
Large Colored Beads and laces No. 3631 - 36" lace, $7.50 per gross No. 3649 - 73" lace, $14.00 per gross No. 6250 - Beads	X	X	X	X	144 wooden beads - 4 shapes in 6 assorted colors.
Portable Study Carrels, No. 6259 Box of 6 - $20.00			X	X	18" high, 18" deep, 24" wide. Shuts out visual stimuli for individual pupil instruction.
Instructo Products Company Flannel Board Aids, $2.50 per set	X		X	X	Farm, simple transportation, farm animals, cars and trucks, zoo animals, trains, pets, water transportation, school, circus, family (Negro-white).
Creative Stories Flannel Board, $1.00 per set	X		X	X	Members of the family, 149; Original Story set, 164; Party Time, 168.
Favorite Stories Flannel Board Aids, $1.00	X		X	X	Three Pigs, 152; Goldilocks and the Three Bears, 154; Gingerbread Boy, 155; Red Riding Hood, 156; Three Billy Goats Gruff, 162; Mother Goose Rhymes, 165; Mother Goose Combination, 166.

Materials	Self-instructing	Self-correcting	Multi-purpose	Reusable	Additional Comments
Developmental Learning Materials Spatial Orientation & Sequencing Board, W173, $21.00	X	X	X	X	Clear finished maple board. 50 holes, 60 2-inch wooden pegs (5 colors), 55 white plastic rings
Large Parquetry Designs P114, $3.75	X	X	X	X	22 large design cards
Large Parquetry, W113	X	X	X	X	32 blocks in 6 primary colors
Buzzer Board, Cat. No W135, $8.50 Pattern Cards P. 136, $2.75	X		X	X	Auditory discrim. signaling. Depress button to make buzzer buzz. 62 pattern cards of long and short sounds. Programmed from simple to difficult.
Abacus, W 132, $13.50	X		X	X	15" x 18½" wire span. Rods and beads are adjustable - 10 rods and beads
Creative Playthings Animal finger puppets, DB447, $1.75			X	X	Wooden heads, cloth bodies
Talking puppets, $2.50 ea.			X	X	Alligator (DB471), crow (DB472), bullfrog (DB473), whale (DB474)
Wooden Cash Register, DA565, $14.95	X		X	X	Wooden keys won't stick. Brass ring-up bell, wooden nickels
Color Paddles, DA810, $1.50	X	X	X	X	3 primary colors. Children learn to superimpose them to create new colors.
Graded Cylinder Sets with knobs DT620, 621, 622, 623	X	X	X	X	4 sets each containing 10 inset cylinders of graded dimensions. Self-testing devices for size, shape, discrimination.
Design Cubes, DT746, $5.25	X		X	X	25 cubes in sturdy hinged wooden-covered box. 4 one-color sides and 2 two-color sides for making designs.

Materials	Self-instructing	Self-correcting	Multi-purpose	Reusable	Additional Comments
Creative Playthings, cont. Pattern Learning forms DJ114, $12.50	X	X	X	X	Set of 8 metal cutouts with matching metal insets. Each inset has a knob for easy handling and tracing.
Hammer-Nail Design Board set, DA819, $8.25	X		X	X	2 white wallboards, 2 hammers, nails. 200 vari-colored die-cut shapes.
Graded circles, squares, triangles, DN100, $3.75	X	X		X	Raised form board with 3 groups of rubber insets, 4 each shape. Graduated sizes. Use for color and shape discrimination and size concepts.
Shape Sorting Box, DQ949, $5.00	X	X	X	X	7" cube box of birch. Hinged top with five different shaped holes. 15 blocks included for child to sort and insert.
Color Cone, DT242, $2.25	X		X	X	Graduated brightly colored wooden discs to teach children discrimination and color recognition.
Beads in assorted shapes and colors	X		X	X	Box 100, 1" beads-DT302, $6.50; 1,000, ½" beads-DT259, $10.00; Box 144, ½" beads-DT258; Jumbo Beads-DT231, $1.60; Colored laces $.60 per dozen.
Peg Pounder, DT800, $3.50	X		X	X	All wooden pounding bench with sturdy mallet.
Peg and Pull Blocks, DT744, $8.75	X		X	X	Blocks with holes for peg-in dowels and axles to make buildings & vehicles.
Puzzles with knobs, $2.75 each	X	X	X	X	Wooden knobs on very simple puzzles. This is ideal for the child with a physical handicap. Favorite Fruit-DT595 (6pcs.), Circus Animals-DT590 (5 pcs.), Transportation-DT594 (5 pcs.), Farmyard Animals-DT592 (5 pcs.), Children's Pets-DT593 (5 pcs.), Farmer's Pets-DT591 (4 pcs.).
Student Magnifiers, DJ326, Set of 10, $4.50	X		X	X	Set of 10 individual student magnifiers. Each has a ribbon attached for placement around a child's neck.

Materials	Self-instructing	Self-correcting	Multi-purpose	Reusable	Additional Comments
Creative Playthings, cont. Giant working thermometer, DS266, $12.00	X				48" - Designed for preschoolers. Marked only in 5 degree intervals.
Number Sorter, DN120, $3.25	X	X		X	15 wooden dowels in sequence from 1-5 dowels on a 16" long wooden board. 15 rubber squares to fit over groupings of dowels.
Giant grooved domino blocks DN146, $9.95	X	X	X	X	28 giant wooden domino blocks. Use for pattern matching and number readiness. Grooved out dots are filled with black lacquer and can hold beads.
Numberite, DN103, $2.95 set	X	X	X	X	10 hardboard, 2-piece jigsaw plaques. Fit together only when number sequence is correct. Colored pegs fit into holes.
Sequence Counter, DN347, $4.00	X	X	X	X	10½" x 4" x 1¼" all wood. 10 dowels in ascending number sequence into which fit red and yellow discs. Includes storage tray.
Aluminum liquid measures set DJ070, $9.50 set	X		X	X	Five spun-aluminum measures for experiments with water, sand. Good for water play.
Milton Bradley Company Poster Cards, $3.00 each	X			X	Giant size poster cards - Animals and their young - 7525, Community workers and helpers - 7528, Vegetables and fruits - 7532, Useful signs to read and see - 7509.
American Guidance Service, Inc. Peabody Language Development Kit Levels P-3	X	X	X	X	Level P-$145.00 (CA3-5); Level 1-$52.00 (CA1½-6½); Level 2-$65.00 (CA6-8); Level 3-$50.00 (CA7½-9½).

Materials	Self-instructing	Self-correcting	Multi-purpose	Reusable	Additional Comments
Playskool - Division of Milton Bradley Lace Boots, No. 440	X	X		X	Lacing in criss-cross pattern with hands working cooperatively. Includes 6 figures which match 3 shapes in the shoe.
Playskool Village, No. 310	X		X	X	95 colored wooden parts with 32" x 32" layout sheet.
Rime Associates Giant Number Cards, No. 3, $3.95	X	X	X	X	Jumbo Durable Cards 7" x 11", Durable numbers 1-10, beaded numbers with beaded dots. Provides visual & tactile kinesthetic learning.
Colored Beaded Alphabet Cards CAPITALS No. 20, $5.95; lower case No. 20a, $5.95			X	X	5" x 7", red beaded vowels and yellow beaded consonants. Dot in lower right corner assures correct position of letter.
Instructo Products Company My Face and Body, No. 284 - $3.95, Flannel board use	X		X	X	Allows pupils to assemble on flannel board, felt cutouts of face and body parts. Includes 76 pieces and printed word cards for labeling.
Classification, No. 36 - $2.50 Flannel board use	X		X	X	Helps develop skill in classifying by matching color, size, use, number, appropriate store, etc. Includes 4 store fronts, over 20 objects.
We Dress for the Weather, No. 285, $4.95, Flannel board use	X		X	X	Pupils appropriately "dress" felt boy & girl figures. Includes 57 pieces, boy, girl and clothing for all kinds of weather. Thermometer weather symbols, word cards for weather conditions and days of week.
Puppet Playmates	X		X	X	Strong laminated kraft board with a wipe-off surface. Depict storybook classmates. Holes for pupils face & holes for arm insertion. 4 characters per set-$4.95/set. No. 1101-Goldilocks and Three Bears; No. 1102-The Three Pigs; No. 1103-Community Helpers; No. 1104-Space Explorers; No. 1105-Original Story Characters; No. 1106-Members of the Family, 5 characters-$5.95.

Materials	Self-instructing	Self-correcting	Muiti-purpose	Reusable	Additional Comments
Instructo Products, cont. Concept Builders, $4.95 per set	X		X	X	Picture kits contain 32 - 11½" x 8½" full color photographs that the pupil can organize into categories. FOODS - No. 1201, 4 pictures each for these concepts: meat, potatoes, fruit, vegetables, bread, cheese, sandwich, juice (32 optional word cards). ANIMALS - No. 1202- 4 pictures each for these concepts: snake, dog, bird, chicken, bear, cow, cat, horse.

APPENDIX B

SOURCES OF INSTRUCTIONAL MATERIALS

Name	Address
Aero Education Products	16 N. 1st Avenue, St. Charles, Illinois 60174
Allied Education Council	P.O. Box 78, Galien, Mich. 49113
American Book Co.	300 Pike St., Cincinnati, Ohio 45202
American Guidance Service, Inc.	Publishers Bldg., Circle Pines, Minn. 55014
American House for the Blind	P.O. Box 6085, Louisville, Ky. 40200
Ann Arbor Publishers	610 S. Forest, Ann Arbor, Mich. 48104
Appleton-Century Crofts	440 Park Ave. So., New York, N. Y. 10016
Barnell Loft, Ltd.	111 S. Centre Ave., Rockville Center, Long Island, N.Y. 11571
Beckley-Cardy	1900 N. Narragansett, Chicago, Ill. 60639
Benefic Press	1900 N. Narragansett, Chicago, Ill. 60639
Council for Exceptional Children(NEA)	1201 - 16th St., N. W., Washington, D. C. 20036
Children's Music Center, Inc.	5373 Pico Blvd., Los Angeles, Calif. 90019
Constructive Playthings	1040 E. 85th St., Kansas City, Mo. 64131
Continental Press, Inc.	1451 Dundee Ave., Elgin, Ill. 17022
Creative Playthings	Princeton, New Jersey 08540
Developmental Learning Materials	3505 N. Ashland Ave., Chicago, Ill. 60657
Dexter & Westbrook, Ltd.	111 S. Centre Ave., Rockville Centre, Long Island, N. Y. 11571
Educational Activities, Inc.	P.O. Box 392, Freeport, N. Y. 11520
Educational Service, Inc.	Benton Harbor, Mich. 49022
Educators Publishing Services, Inc.	75 Maulton Stree, Cambridge, Mass. 02138
Electronic Futures, Inc.	2434 Dempster, Des Plaines, Ill. 6000
Fearon Publishers	2165 Park Blvd., Palo Alto, Calif. 94300
Follett Publishers	1010 W. Washington Blvd., Chicago, Ill. 60607
Garrard Publishing Co.	Champaign, Ill. 61820
Ginn & Co.	450 W. Algonquin Rd., Arlington Heights, Ill. 60005
Harr Wagner Publishing Co.	431 North, Palatine, Ill. 60067
Houghton Mifflin Co.	1900 S. Batavia Ave., Geneva, Ill. 60134
Humanitas (Green Valley)	P.O. Box 606, Orange City, Fla. 32763
Ideal School Supply Co.	11000 S. Lavergne Ave., Oak Lawn, Ill. 60453
Initial Teaching Alphabet Publ.	20 E. 46th St., New York, N. Y. 10017
Instructo Products Co.	1635 N. 55th St., Philadelphia, Pennsylvania 19131
The Judy Co.	310 N. 2nd St., Minneapolis, Minn. 55401
Lattas	2218 Main St., Cedar Falls, Iowa 50613
J. P. Lippencott Co.	E. Washington Sq., Philadelphia, Pa. 19105
Lyons & Carnahan, Inc.	407 E. 25th St., Chicago, Ill. 60616
Macmillan Distr. Center	60 - 5th Ave., N. Y., N. Y. 10011
Charles Merrill Books, Inc.	1300 Alum Creek Dr., Columbus, Ohio 43216
Milton Bradley	Springfield, Mass. 01100
McCormick-Mathers Publishing Co.	Wichita, Kansas 67201

McGraw Hill Book Co.	Manchester Rd., Manchester, Mo. 63001
Open Court Publishing	P.O. Box 399, LaSalle, Ill. 61301
Perception Development Research Assn.	P.O. Box 936, LaPorte, Texas 77571
Playskool - Division of Milton Bradley	Springfield, Mass. 01100
Rime Associates	Box 252, Paramus, New Jersey 07652
Science Research Assoc.	259 E. Erie St., Chicago, Ill. 60611
Scott-Foresman & Co.	1900 E. Lake, Glenview, Ill. 60025
L. W. Singer Co.	249 W. Erie Blvd., Syracuse, N. Y. 13202
Stanwix House, Inc.	3020 Chartiers, Pittsburgh, Pa. 15204
Systems for Education, Inc.	612 N. Michigan Ave., Chicago, Ill. 60611
Teacher's Publishing Corp.	Darien, Conn. 06820
Tok-Back Voice Reflector	P.O. Box 5045, Berkeley, Calif. 94715
John Tracey Clinic	806 W. Admas Blvd., Los Angeles, Cal. 90007
Geo. Wahr Publishing Co.	316 S. State St., Ann Arbor, Mich. 48103
Wayne State Univ. Press	5980 Cass Avenue, Detroit, Mich. 48202
Western Publishing Education	1220 Mound Avenue, Racine, Wis. 53404
Winter Haven Lions Research Fdtn.	P.O. Box 111, Winter Haven, Florida 33880
Wisconsin-Audio Equipment Co.	P.O. Box 2034, Madison, Wis. 53701